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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

First Local Institute

Mrs. M. A. Hall, Superintendent of Plumas County, was the first bold navigator to try the Reynold's Law, authorizing local institutes in lieu of the regular county teachers' institute. She called an institute for the western part of her county at Greenville on June 1st and 2d. The sessions were held in the new and handsome grammar school. The County Board of Education, with one exception, was in attendance, and helped in all the proceedings. Two former superintendents of the county were present, Mrs. Kate Donnelly and Miss Tillie Kruger. Every session was largely attended by the boys and girls of Greenville, both those of the high school and of the grammar school. The people of the town turned out to the afternoon and evening meetings. Professor Page, principal of the high school, gave an evening lecture upon local geography. The Rev. Mr. Wilson gave a talk on high school education. It was a lively and enthusiastic institute all through.

Up the Feather River

To reach this region, I took my first ride on the new Western Pacific Railroad, which reaches from San Francisco to Salt Lake City. It goes from Sacramento north to Oroville and thence up the canyon of the Feather River, following it on a wonderful grade, never deviating from a 1 per cent grade—that is, one foot rise to a hundred feet in advance—from start to finish. For this reason a single locomotive hauls a long train clear over the mountains, seemingly with the ease of traveling over level country. The road goes up to the extreme headwaters of the river in Plumas County and over into Nevada. The summit is at Portola, a lively railroad and lumber town. Plumas, by the way, is the Spanish word for feathers.

Wild and Rough

Feather Canyon is carved deep in rough, volcanic rocks. The stream is large and powerful, dashing itself to spray on a million harsh projections of the lava walls, roaring and plunging for ever and aye in its efforts to escape from the mountains. The water is not clear, because there are miners above, but it has many fine trout in spite of this. One of the interesting things of the canyon is the development of electricity at the Big Bend of the Feather. At this place the fierce torrent makes a long horseshoe bend, fourteen miles around but only three miles across, all deep, rocky, narrow canyon. By tunneling through the nearest way the water is poured into the river again, with the fall of fourteen miles concentrated at one point, for the turning of great water wheels. Where the water goes into the tunnel is a railroad station called Intake. Where it comes out below the station is Outlet.

* * *

Leaving the River

To reach Greenville I left the railroad at Keddie, midway of the roaring canyon, and took a romantic four horse stage that sailed recklessly through the lofty mountains, threaded passes, and crept along precipices on its way to the high valley of Indian Creek. We went up a wonderful road locally known as the scene of more than one tragedy, and called the Shoo Fly Grade. As we banged along helter skelter past a steep bank the driver carelessly pointed with his elbow to the place where the doctor was thrown out and killed a few weeks ago. The great white blossoms of the dogwood were on every hand. Tall pines and cedars perfumed the air and murmured in the breeze. Snow patches peeped out on the flanks of the mountains. 'Twas worth while just to live and breathe.

MOUNTAIN STAGE IN PLUMAS COUNTY

Loaded with the Superintendent, the County Board of Education and teachers, at the completion of the exciting ride from Greenville to Quincy.

* * *

School Commencements

This is the season of the last day of school, which has blossomed into a larger Latin word, Commencement. I have plenty of travel and yet cannot keep up with them.

One very agreeable one was at Emeryville, in the City of Oakland, on June 9th. The principal is Professor D. B. Lacy and I was delighted with the direct and simple and unassuming style of his exercises. I've a notion that he is a good teacher and that he has the confidence of his people. One plump little girl graduate gave a snappy, vigorous woman's rights speech. The mothers and fathers were in attendance and everybody had a good time. County Superintendent George W. Frick was there, too, and gave a happy and powerful address to the graduates.

* * *

What Frick Said

After the exercises everybody repaired to the yard outside and were photographed. While the camera man was prancing about, gesticulating, dodging in and out of his black hole, grabbing his plates and doing all the other things customary to such occasions I had a chance to chat a little with Superintendent Frick. He had just come from an outdoor school entertainment at Haywards, and he thought it was one of the most striking and wonderful things he had ever seen. There were all kinds of bodily exercises, as hoop rolling and rope jumping; bean bags, war dances, maypole, flag drill, folk dances, Indian clubs, marchings and so on in wonderful variety. There was a spectacular exhibition, the Meeting of the Nations, in costume that was specially remarkable. The whole school grounds was a bewildering picture of life and color and motion for all of the long afternoon.

Haywards now has twenty teachers, under the leadership of Professor E. N. Mabry. In the last few years one hundred and twenty-one beautiful framed pictures have been placed in the school rooms at a cost of $640.00, resulting from the efforts of the teachers and children.

* * *

Twenty-Four Hours of Life

On June 16th I got up early and went down on the car three miles to the capitol where the porter was just sweeping the office. The morning mail was waiting and it gave me plenty to do till ten o'clock train time, when I hustled to the street car and rode a mile to the depot to embark for Fresno, some two hundred miles away. Across the rich level valley the train glided rapidly, through the strawberry fields of Florin, the lovely vineyards of Lodi, the rich farms of Stockton, the watermelon areas of Manteca and on to Lathrop where I changed cars for the south. The connection was too close to get even a bite to eat and the hour of noon had passed; so I negotiated with the youthful train robber for a succulent box of sickly cookies, two bananas and some soda water—at the cost of a square meal at the hotel. Away we sped along the wide sweep of the San Joaquin plains, across the counties of Stanislaus, Merced and Madera; and it was growing hot on the sixteenth of June. The passengers took off their coats, the children panted, the dudes perspired in discomfort and the fat men sweated in misery. At 3:40 I disembarked at Fresno, the home of the raisin; and immediately climbed on a little train on the side track headed for Clovis, a village on the plain that had its high school commencement that night. Although Clovis stands in the midst of a boundless plain seemingly as remote from forests as Timbuctoo, it is a lumber town. It is the terminus of the lumber flume, a great wooden trough that leads many miles away and thousands of feet up to the streams and the pineries of the mountains.

Safely arrived at Clovis, I hastily changed my collar and went for a half-hour auto ride with a party in charge of Mrs. Higbee, wife of the principal, to see the splendid vineyards and orchards that surround the town. Calimyrna figs, peaches and Thompson's seedling grapes were most in evidence.

Returning we were just in time for a good dinner at the Hoblitt Hotel, with the trustees and the principals of both the high and the grammar schools. This was managed by Mr. H. E. Armstrong, the high school clerk. The train boy's sweet cakes having digested without accident I was ready and willing for this meal.

From the table we went to the new Auditorium, seating eight hundred people. The whole high school was ranged on the platform, with the graduating class of seven in front, six girls and one boy. The diplomas were awarded by Mr. Scott, the veteran president of the Board, in a sincere and kindly talk to the young people. Charles E. Higbee, the principal of the school, then awarded half a dozen prizes for special scholarship and notable improvement to the undergraduates. The audience was a sea of waving fans, but was a very remarkable model of absolute decorum and attentiveness.

After the last goodbyes were said I was made one of a party for a midnight drive across the plains to Fresno, in Superintendent Lindsay's big new auto, with the superintendent himself for chauffeur. With us were Professor Osmer Abbott and Professor G. H. Wilkinson, well known school men of the county and old friends of my own. The machine hurried along through the darkness, the cool air swept by, the company was congenially argumentative, and the trip was a soothing and delightful experience.

The party dissolved at the Grand Central Hotel and a sleepy bell-boy took me to bed, right over the street cars; but he assured me the cars couldn't run much after 1 o'clock in the morning and I was too weak to object.

At 4:30 a bell waked me up to catch a five o'clock train for home, without breakfast or benefit of clergy. We retraced all the long journey, down the valley of the San Joaquin, across the delta levels to the Sacramento and on to the capital of the State. There was never a stop. I assuaged my inward growlings by purchasing a package of sweetened pop corn, somewhat in the sere and yellow leaf. It was a prize package and I discovered a little watch in the bottom of it, made of lead, with the hands immovably pointing to nine o'clock. All this sustained me greatly and I arrived at 10 o'clock, within five minutes of the time of leaving on the day before, and went up to the office again in the capitol. A large file of letters awaited me, anxiously inquiring as to the whichness of the why and asking what time the 8 o'clock trains started; and I plunged into the labors of the hour. So goes one day of a superintendent's life.

* * *

Preston School of Industry

One of the most beautiful and sightly locations in all California is that occupied by the Preston School, at Ione, in Amador County. The whole country is made up of rolling hills, with flat topped volcanic mountains in the distance.

The administration building of the school stands on the rounded top of a lovely hill. Built of red sandstone, with a tall square tower and festooned with ivy, it dominates the landscape. Other buildings are scattered for half a mile around.

The school owns four hundred acres, with the water power of a fine creek. Splendid clay banks for the making of brick are found on the farm.

* * *

Last Day of School

The occasion that called me to Preston was the last day of school in the academic department. All of the eight grammar school grades are maintained, and three hundred out of the four hundred boys in the school are in the department. The boys marched to the chapel in classes, dressed in handsome gray uniforms with white stripe down the leg and with neat military cap. They were led by their own band, one of the strongest and most creditable musical organizations in the State. In the chapel they were addressed by Mr. C. H. Dunton, the superintendent, and by Mr. L. L. Freeman, the principal of the academic work of the school.

* * *

Looking at the Shops

It is interesting to visit the carpenter shop, the tailor shop, the blacksmith shop, the paint shop, the photographic studio, the printing office, the brick yard, the dairy barn, the chicken shop, the band hall. Each is in charge of a competent man or woman, with a group of boys hard at work. These labors are certainly doing the world a great deal of good. I saw a great many skillful and admirable and extensive pieces of work done by these boys. A brick building, worth $80,000; a splendid wagon; hundreds of thousands of good bricks; a bi-monthly newspaper; beautiful oaken furniture; completely finished houses; and a hundred other useful and beautiful things. Now it seems to me that no one can engage in the making of an honest piece of hard work in this way without being greatly improved in body and in soul. The effect of the successful experience will never entirely wear away. The educational opportunity here given to these boys is in many ways superior to that of the public schools.

The Annual Convention of City and County Superintendents of California

The third annual convention of the city and county superintendents of schools of California was called to order in the Concert Room of the Palace Hotel, San Francisco, on the morning of July 5, 1911, by the Superintendent of Public Instruction. In accordance with a custom which has now become a tradition, the chairman called upon Superintendent J. W. Linscott, of Santa Cruz, to open the proceedings with an invocation. By common consent the programme prepared by the Superintendent was made the official programme of the convention. Upon motion of Supt. Mark Keppel, of Los Angeles, Mr. Hyatt was unanimously chosen chairman of the convention, and E. F. Strother secretary. A general welcome was extended to visitors by the chairman, and upon motion of Supt. J. W. McClymonds, of Oakland, educators registering with the secretary were elected honorary members of the convention, with all the privileges of members in debate.

Chairman Hyatt named the following Committee on Resolutions: Mrs. M. A. Clarke, of Inyo County; Mr. E. W. Lindsay, of Fresno County; Mrs. J. A. Henshall, of Yolo County.

President Benjamin Ide Wheeler, of the University of California, was on the programme to deliver the opening address, but in his absence the convention proceeded at once to the Conference on County Libraries, led by Miss Harriet Eddy, of the State Library.

Library Extension

Miss Eddy entertainingly described her three years' work in county library extension of the State library, and aptly defined books as "the enveloping action of the human drama." Traveling libraries have proved to be insufficient to the public demand for books, but are still continued because they do help somewhat to supply remote districts with reading matter. Municipal libraries also, though fairly successful, have their limitations because they do not reach a large proportion of the people. Many municipal libraries are small affairs, poorly supported. As a result, the State library had to seek some other unit as a basis for its extension work, and finally chose the county unit. Under the new county free library law passed by the last Legislature, boards of supervisors may establish county free libraries, and may include, at first, only the territory lying outside municipalities unless the municipalities elect to join in the county service. Two or more counties may join to form one district, when that is advisable. As an alternative, the supervisors may contract with a municipal library to supply the county library service. This is advisable only where there is a large and active city library in the county. In either case, the State Library supplies the books and expert supervision, which are paid for by the county library district. In actual practice, the results have been gratifying. The effect in remote communities has been that of a social center, bringing an awakening to the lives of the people. Seventeen branches have been established in Sacramento County. Santa Barbara is the most southerly county to adopt the system, and Del Norte the most northerly. In the San Joaquin Valley the law has been most fully utilized, every county but Kings having taken advantage of its provisions.

Mrs. Minnie O'Neill followed. She had watched the reading rooms in Sacramento County, and was satisfied that the results were beneficial, and that the people appreciate the opportunity to get books.

Replying to a question, Miss Eddy said that the State Library takes the initiative in the establishment of county libraries by sending her to work out the situation wherever conditions seem favorable.

Mrs. J. A. Henshall, of Yolo County, had aroused interest in her county by sending a circular letter to every school trustee, calling attention to the law and to the fact that school libraries may join the county library system and so secure a large increase in the circulation of books.

Miss Eddy pointed out that a section of the law permits school trustees to co-operate freely with the county libraries, and explained how, by mutual agreement not to duplicate purchases, school and county libraries may greatly increase the circulation of books while reducing their cost.

Miss Mamie V. Lehner, of Santa Barbara County, described that county's experience with the system as highly successful, especially in the high schools. The general effect was to develop taste and to create an appetite for better books.

The Primer of Hygiene

The chairman now introduced Prof. J. W. Ritchie, of William and Mary College, Virginia, as the author of the Primer of Hygiene which was recently adopted as one of the State Series text books. A personal talk from the author to the teachers would probably make easier the task of using his book as a classroom text.

Professor Ritchie undertook to make clear his point of view in writing the Primer of Hygiene. His object was, to put before the child those things most useful in preventing sickness. The simplicity of this plan made it possible to eliminate a great deal of matter relating to anatomy and to reduce the book to a small size and very simple language.

To make his points clearer to the convention, Professor Ritchie displayed first a chart which he called the "California Mortality Tree for 1909." By this graphic illustration he showed that the 30,985 deaths in California for that year all traced back to four classes of causes: (1) Violence; (2) the diseases of infancy and old age; (3) constitutional diseases, which are adult lesions of the heart or of the nervous or digestive system, and (4) germ diseases, which are the infectious diseases transmitted by germs and are principally exemplified by such diseases of the respiratory organs as pneumonia and tuberculosis, of the digestive organs as typhoid fever, and by the acute diseases of children and all the pus-forming diseases.

The two great branches of the tree are the constitutional diseases and the germ diseases, the one accounting for 14,160 of the total number of deaths, and the other accounting for 11,672. This being determined, the question arises: What can be done about it?

By way of suggestion, Professor Ritchie here displayed a second graphic chart, whose implications may be suggested by the following tabulation:

	Deaths per 1,000 population	
	1880	1909
Amsterdam, Berlin, Paris, Munich	29.2	16.4
Barcelona	29.6	26.7

Barcelona has failed to reduce its death rate because it has failed to adopt modern scientific methods of sanitation and disease prevention. The other four cities have adopted such methods. Practically all reductions in death rates have been made by attention to the germ branch of the mortality tree. Not only does the attack on the germ diseases save their victims, but as it is now established that constitutional disease, such as Bright's disease, are usually caused by the weakening effects of germ disease in early life, it prevents many cases of constitutional disease. Hence, the answer to the question is: Fight the germs.

An added incentive to the warfare is the fact, not generally known, that germ diseases attack the strong even more violently than they do the weak. Good health and regular living are not sure protection against germ infection. The only remedy for their inroads is to prevent the spread of germs.

In the discussion which followed Professor Ritchie's address, he was asked: "What grade did you have in mind when you wrote the book?"

Professor Ritchie: "The fourth, fifth and sixth grades; but of course, if an older pupil, or even an adult, has never learned these facts, they can learn them just as readily from a simple text like this as they can from a larger work."

Supt. Mark Keppel here precipitated a discussion of the law governing the adoption and compulsory use of text books. He wished to know what provision was made to assure a supply of old books to those schools that continued to use old text in the year following the adoption of a new text, in which year either book may legally be used. Supt. Robert L. Stockton, of Kern County, made the point that teachers may instruct by oral teaching during that year, or may use the new book before its use becomes compulsory by law. Superintendent Keppel insisted that the law is weak in not providing that notice shall be given that the old book is out of print.

As the hour of noon was at hand, further discussion was suspended while the chairman called the roll, asking each member to stand so that the new superintendents could become acquainted with the old members.

Local Teachers Institute

Immediately after the members convened for the afternoon session, Chairman Hyatt called for an address from the Hon. Carroll G. Pearse, of Milwaukee, whom he observed sitting in the rear of the audience. Doctor Pearse spoke with mingled humor and seriousness of old acquaintances now being renewed; of the legacy of enterprise which the present generation of California inherited from their pioneer fathers; and of their political and educational achievements, some of which are flowing back to the Eastern States and there becoming models for the older communities.

The Conference on Local Teachers Institute was now opened with an address by Supt. James E. Reynolds, of Ventura County, the author of the bill. Mr. Reynolds first repeated the substance of the law, which is, that in lieu of an annual teachers institute a county superintendent may call three or more series of local institutes, of day or evening sessions, to provide not less than ten hours of institute work at each place. His plan will be to call the first series in an evening of full moon, next October. Topics will be sent to the teachers concerned early in September, so they may be prepared. In the middle of September, he purposes to call a trustee institute and enlist the co-operation of the trustees. A week before the local institute, the children will take home to their parents a copy of the programme, and an invitation to attend. The programme will call for music, discussion of the assigned topics, a recess, and a lecture by a visiting speaker. The second series, Mr. Reynolds purposes to hold on a Friday afternoon during November, December, and the first half

of January. By making the evening session two hours, and the afternoon session three hours in length, the ten hour requirement of the law will be fulfilled.

The expense of the local institute will be greater than the expense of the annual institute, but the law provides for this additional burden by making an extra allowance of $5 per teacher for each teacher regularly employed at the time of holding the first series of local institutes in any school year, up to $50 for each local institute.

Reviewing the advantages and disadvantages of the local institute plan, Mr. Reynolds pointed out that it will save four or five days of schooling now lost to the children by the annual institute, so that there is really no extra expense in the new plan. The teachers of remote districts may lose institute benefits. The absence of "section" work may be a loss. The enthusiasm inspired by a great gathering may be lacking. But teachers will put more of themselves into small, local meetings. Thought on school subjects will be continued throughout the year by distributing meetings over several months. Local institutes will attract laymen's interest in teaching problems. These institutes will also help to spread abroad the knowledge of the fact that the more rapid improvement of high schools over elementary schools is due principally to difference in financial support.

Supt. Mrs. M. A. Hail, of Plumas County, led the discussion. She is the first superintendent to act under the local institute law. She counts their informality and freedom from restraint as the great advantage of the local institutes. The programme used by her included a subject for round-table discussion. The teachers had prepared questions that they wanted answered. Two-year commercial courses were discussed, and "The Boy of Our Town" and "Educational Value of Drawing." State Superintendent Hyatt had addressed the institute on "A Trip Through the High Sierras." Mrs. Hail had designated the territory from which the teachers should come to the institute. She believed that a complete series of local institutes could profitably be rounded out with a general institute of the old kind.

Jordan on Peace

President David Starr Jordan, of Stanford University, having arrived, he proceeded to deliver the address of the afternoon. His subject was "Peace." History should be correctly taught, so that the gross evils of war should be made familiar to students, as well as the advantages of peace. In France, such instruction is given because the Minister of Education has ordered all teachers to give it; but in America the teachers individually must be won over to such teaching. They should know what the truth of history really is. Some day we shall have text books that will tell the truth. They will tell that America has never engaged in a victorious war. We were so badly defeated in 1812 that we dared not press the causes for which we went to war. We were defeated in the Mexican war and in the Spanish war. But our children are not taught these facts.

Three problems confront the advocates of peace: to get the truth about history; to make an efficient propaganda for peace; and to find the way out of war.

The research work is in charge of Prof. Clark of Columbia University. It is learning what the causes of past wars were: wrath, sport, religious coercion, to save the Holy Sepulcher, desire for freedom, desire for plunder. The modern reason is often to block the movement for democracy. Why does Europe owe twenty-six thousand million of war debt? Why does the United States spend $73 of every $100 of public expenditures on wars past and present. The old motive of plunder is gone. War has now become miscellaneous murder. The reason for the vast war debt is the existence of syndicates in the governments: the great Armament Trust in England; the Powder Trust in America, whose head is chairman of the Senate Committee on military expenditures; the Rothchild's in Europe, who lend to countries that go to war. This is the Unseen Empire that lurks in modern governmental systems, and works against human peace.

Other research work is into the history of heredity. It shows that serious results have followed the old practice of nations who have been taking their best men between the ages of 18 and 35 out of the nation to be killed in war, leaving the martially unfit and under normal men to breed the next generation of the race. The process has produced the London slums, for example, and a million men who could not earn a living under any conditions anywhere on earth. These men are the sons of the sons of men that the government would not have as soldiers.

The propaganda for peace is being carried on by letting teachers know the truth, and by the activities of 200 world congresses for peace.

The way out of war is by four paths: the Interparliamentary Union of the representatives of the world congresses; the conferences of the Hague, which bring about many international agreements mitigating the horrors and costs of war; the various tribunals of arbitration; and the great permanent Court of Arbitration. Doctor Jordan declared that the world will one day suddenly see war disappear, just as it one day saw the Crusades cease, by common consent of its folly.

Wheeler on Culture vs. Vocation

When the convention assembled Thursday morning, President Benjamin Ide Wheeler, of the University of California, was present, and Chairman Hyatt called on him to deliver the address of the morning. In substance, Doctor Wheeler said: "I am glad to hear that your convention was opened with an invocation by Brother Linscott, that you began with an approach to God. God is theoretical. We ought not to be afraid of theory, because we Americans are already too practical. We live 'by the fact.' You county superintendents know the insistent practically of the frontier. You know the frontier as nobody else does. You know its hills and valleys; you know how digestible dust is by the pound. Yet even we on the frontier yearn after rumination in theory. It does not do any good to teach little humans little facts that they forget, but it does great good to keep high hope in their hearts and their outlook clear toward the sky.

"In all such gatherings as this, in all educational gatherings, the one question we may not escape, the one question toward which all other discussions inevitably tend, is the question: Should education lead to vocation or to culture?

"The great question of all ages has been: How shall we even up the inequalities of justice in this short residence on earth? Every race has had its answer. The Chinese has answered it that the way is for the individual to sink his individuality in the clan, and trust to it for justice. The Mohammedan has given the most satisfactory answer of all, from one point of view: So God hath willed it, shall it be, think no more about it. The Japanese has answered it, and his answer is much like that of the Chinese. India had given the propoundent answer. The Indian looks for alleviation through the absorption of individual into the whole. But we on the frontier have been trying an answer of our own an answer first enunciated in Athens, which is, that a man shall have free opportunity to fulfill the purpose of his individuality. This is a precarious answer. It may not be the right answer. But it is the only one we have to give.

"Superintendents ought to discuss the question: Culture vs. Vocation. Today is the day of the fad of Vocational Training. Teachers are of all people most given to fads, to the lure of the phrase that tinkles pleasingly in the ear.

"In education we vacillate eternally between the English and the German influence. We should keep our bearings here. We have no right to consider common schools as schools for common children. When I hear talk of not giving cultural training to the barber's son or the laborer's son—when I hear that he may be lured away from the sordid virtues of his class and be made dissatisfied by cultural training—I suspect it. I observe that it is the rich who clamor that there will not be enough hewers of wood and drawers of water. They do not want the laborer's children to have the best—they do not want the way left open clear to the top.

"I know the English university, and I do not especially admire it. It is founded on beef and wine. An English college is a place where the sons of gentlemen sit around in Gothic halls and absorb the spirit of the university and call it culture. And yet it is a fact that the English have read Aristotle and, armed therewith, have gone out to rule the world. The English university has bred the most gloriously amateur nation in the world, just as the German university has bred the most gloriously professional nation in the world. Germany's development has been natural. She has not been able, as isolated England has, to sit apart and develop an amateur race. She has been caught in the geologic squeeze between France and Russia, and forced, in self preservation, to develop every ounce of practical energy in the struggle to maintain her place among the nations.

"But, after all, we shall never get away from the cultural idea in education so long as we are really Americans, loking to the Man for our glory and strength. And we must keep the common school the free shaft that runs up and down all the social strata."

Chairman Hyatt now called for an address from Dr. A. C. True, Director of the Office of Experiment Stations, of the Department of Agriculture, of Washington, D. C. Doctor True spoke on "The Progress of the Movement for Agricultural Education in the United States." He said that the leaders in agricultural education have come to see that rural problem is not only a problem of production, but includes also the economic and social problems. The human element is profoundly affecting the ideals of this form of education. One-third of the eighteen million school children are in the rural schools. Vocational training should not be neglected in their education. Dr. True gave statistics showing the very rapid extension of agricultural education through all branches of the school system, especially in the higher grades. The greatest difficulty lies with the elemental schools. The country schools have drawn pupils away from the country by teaching a pessimistic view of country life. This evil can be cured by seeing that the teachers of rural schools have the right attitude toward country life.

Chairman Hyatt now introduced Miss May Fay Coughlin, chairman of the School Prize Essay Contest of the College Equal Suffrage League. Miss Coughlin outlined the plan of the prize essay contest, by which each county superintendent would be the judge of one essay for each school district, sending to the League only the one best essay from his county for the final competition, all essays to favor woman suffrage. She bespoke the co-operation of the superintendents.

Dr. Charles H. Keyes, of New York City, was now introduced by Chairman Hyatt. He paid

tribute to President Wheeler's eloquence, but warned the convention against an acceptance of all the implications of his logic. He held that the foundation of social efficiency is industrial independence; that the apparently cultural training of early American education was really vocational training, as the country was ruled by the bench and bar and that education trained for that vocation; and that, in like manner, down the decades, subject after subject had been added to the list, until now all industries are represented. In conclusion, he declared that vocational courses offer the only path by which many can make their way up through the social strata to the top.

Keppel on Apportionment

Proceeding now to the Conference on Apportionment, Supt. Mark Keppel of Los Angeles read the new school fund apportionment law in full. Forgetting that such an iniquitous thing as a school law ever existed, the vital question is: Does this law as it stands do justice to the schools? In his opinion, it does. It has a scientific basis, offers less invitation or opportunity for fraud, and will be operated by an educated class with high standards of action and continuity in the work from year to year.

A general discussion followed, over the interpretations of "average daily attendance" in the law, Superintendent Keppel insisting on arithmetical accuracy and others arguing that the school should receive credit for the attendance of pupils excused from examinations because of high scholarship. Superintendent Keppel brought out additional points, such as, that county treasurers may now lend in advance on special funds as well as on regular taxes; and that in case a special tax is levied in a joint district, it may be apportioned by assessing the property proportionately to the parts of the joint district.

The School Day

At the afternoon session, the Hon. Henry B. Dewey, State Superintendent of Washington, was introduced, and spoke pleasantly of his visit to California. The conference of the morning was continued in the form of a general discussion of the exact nature of a "school day" under the law. President Allison Ware, of the Chico State Normal School, gave the definition of a school day as suggested by the State Board of Education at its meeting of June 30th, as "four 60-minute hours of actual school work, exclusive of all recesses." Deputy Supt. T. L. Heaton, of San Francisco, argued that the law contemplated that two-hour evening sessions should be counted as whole days in the apportionment. Supt. J. D. Graham, of Long Beach, suggested that the State Board modify the ruling so as to exclude from its limitations the kindergartens, in which three hours now make a day. Supt. John B. Monlux, of Los Angeles, suggested that some State officer or board, capable of speaking with authority, issue orders as to what shall be done; and pointed out the difficulty ahead of Los Angeles in computing attendance in her numerous half-time schools. Superintendent Graham moved that it be the sense of the convention that for the purpose of distributing school money, one-half of a school day shall be defined as two hours of school work, exclusive of recesses. This motion being seconded, Superintendent Heaton declared that, if it passed, it would put the convention in the attitude of trying to amend an act of the Legislature. Superintendent Graham replied that, under Superintendent Heaton's interpretation, three school days could be crowded into every calendar day by simply adopting and going through with 1-20 of each of three separate courses of study, however absurdly abbreviated each of these courses might be. Superintendent Keppel read the law and the constitution to prove that the new law could not help but count a session of a night school as a school day. He also offered as a substitute for Superintendent Graham's motion, the motion that the length of a school day should be left to the governing body of each school district. Supt. Frank F. Bunker, of Berkeley, would separate the question of a day "day" from that of a night "day." Supt. George W. Frick, of Alameda County, moved that the former question be referred to the State Board for decision, and the latter to the Attorney General. No second. Superintendent Graham moved that the whole matter be referred to both State Board and Attorney General. Carried.

Supt. L. W. Babcock, of Mendocino County, led the conference of the afternoon, on Recording and Transferring Average Daily Attendance. He dwelt especially upon the necessity for accuracy in the making of these records, and for candor in the matter of transfers.

The address of the morning, on Friday, was delivered by the Hon. W. E. Harmon, State Superintendent of Montana. He spoke on the necessity for instruction in domestic science and for more thorough teaching in English, citing the bad cookery of American homes as an argument for the one, and the bad English used by school teachers in their letters for the other.

Trustees Institutes

The Conference on Trustees Institute was led by Supt. N. E. Davidson, of Kings County. She tried the plan several years ago, upon a suggestion received from the work of Supt. E. W. Lindsay, of Fresno County, who had special instruction for trustees. At that time she had only two trustees in attendance. But this year, under the stimulation of the new law, two-thirds of the districts in her county were represented. Addresses by Assemblyman G. W. Wyllie, of Dinuba, and by Mr. Wood, of the State office, explaining recent school legislation, had been the principal features of the meeting. None of the trustees had put in a bill, and the total cost of the institute was $2.50.

Supt. D. H. White, of Solano County, followed. The trustees institute in Solano had cost $2 per district, on an average. The law provides for expenses, and he had insisted on paying the trustees who attended. He had provided blanks to use in notifying him of the election of delegates, and other blanks to certify to the delegates' attendance. At the institute, Mr. Wood, of the State office, had talked on the school laws, and answered many questions. Mr. White himself brought up for discussion the matter of the election of school trustees, school supplies, 12-month salaries for teachers, playgrounds, common drinking cups, compulsory attendance, and manual training. It would have been better to have had the questions for discussion announced before the institute.

Supt. William P. Cramsie, of Yuba County, spoke on behalf of Supt. H. W. Heiken, of Sutter County, who was unavoidably absent from this session, describing briefly the Sutter County trustees institute. Superintendent White, in reply to a question, said that he paid the trustees' expenses out of the school district funds and not out of the unapportioned school funds.

Supt. S. B. Wilson, of El Dorado County, raised the question as to the proper date for holding these institutes, suggesting their division into sections to suit the convenience of both the mountain and valley trustees.

Supt. J. D. Graham, of Long Beach, called attention to a very successful trustees institute in Los Angeles County, an all-day session.

Mrs. Edward Hyatt spoke of the importance of holding these institutes in May so that county superintendents may impress on newly-elected trustees the necessity for getting good teachers before June 10th.

President C. A. Duniway, of the State University of Montana, spoke very briefly on the importance of getting disinterested, expert service in the public schools.

Miss Libby, a deputy of the California Fish and Game Commission, was now introduced and spoke briefly in behalf of the birds. She will travel to any county, without charge, to work up interest among school children in the protection of the birds. Special stress is laid upon the economic value of birds.

At the afternoon session, Prof. George N. Briggs, Principal of the Normal School, Manila, P. I., addressed the convention. The Philippine school system is based on a corps of 200 American teachers, of whom about 75 are women. They are appointed in the United States after a civil service examination, and go out under a two-year contract. As most of them serve six or seven years, about 100 new teachers are appointed annually. Salaries average from $1,000 to $1,200, with free transportation. They are paid by the Philippine government, which is absolutely self-supporting so far as the civil list is concerned. There are two kinds of teachers' work: ordinary teaching assignments, and the work of School Supervisor. The latter position means charge of a large district, with perhaps 20 to 40 schools. Only men get these positions, which are sometimes of extreme importance, as the supervisor may be the only representative of the government in his district. The Bureau of Education is proceeding on the theory that economic independence must come before political independence, and hence is devoting special attention to the spreading of the practice of the native home industries.

Mr. E. O. Vaile, the veteran school journalist of Chicago, was now introduced and made a very brief address.

In reply to questions, Professor Briggs defined the scope of the Manila Normal School as preparation for primary and intermediate teaching. Most of the high school teaching is done by Americans. There are about 800 students in the Normal. Very satisfactory work is done also by the 500 young Filipino men who have been educated for four or six years in the United States at the expense of the Philippine government, and who have returned to the islands to serve the government an equal number of years.

Tenure of Teachers and Trustees

The Conference on term of Trustees and Tenure of Teachers was led by Mrs. Minnie Abrams, of Butte County. She spoke of the difficulty of getting the people to elect trustees, and of the need for better salaries to hold teachers, especially in the mountain districts No teacher should get less than $1,000 a year.

In the discussion which followed, Supt. E. W. Lindsay said he had advised boards of trustees to take up business immediately upon election, but to wait till the first Saturday in July to elect a clerk. In the interim, he let them name a clerk whom he then appointed to hold until July.

Supt. Robert L. Stockton, of Kern County, said his district attorney had advised that trustees who held certificates of election to June 30th held to that date and could not be ousted by legislative enactment.

Supt. Mark Keppel said the recent issue of $125,000 of school bonds of Los Angeles had been voted between May 1st and June 30th and were signed by the new trustees, but nevertheless had been passed as legal by bond attorneys.

Superintendent Keppel then raised the question: Can a teacher, under the new law, leave a school without the permission of the trustees, since the law says that the teacher shall continue to hold her position unless the board of trustees ousts her between June 1st and June 10th.

Supt. Craig Cunningham, of Madera County,

asked whether, when a county superintendent of schools appoints all three trustees of a district at once, one should hold for one year, another for two years, and third for three years. Discussion by Superintendent White of Solano, Davidson of Marin, and Lindsay of Fresno, seemed to establish a consensus in favor of that method.

The State Board of Education

Supt. Mark Keppel introduced the following resolution and moved its adoption. The motion was seconded by Supt. J. W. Linscott, and carried. The resolution reads:

Whereas, County Boards of Education must annually in the month of June adopt a course of study and prescribe its use and the use of a uniform series of text books for the ensuing year and,

Whereas, City Boards of Education find it expedient to prescribe courses of study during vacation time for the ensuing year; and

Whereas, Changes of text books while school is in session are inexpedient and detrimental to the pupils; now therefore be it

Resolved, That we respectfully petition the Honorable State Board of Education to arrange the adoption of text books hereafter so that we may know definitely and finally by June 1 what books of the State Series are to be used during the ensuing year; and be it further

Resolved, That we respectfully petition the Honorable State Board of Education to have enough of the prescribed books published so that our children may be supplied with the same during the time such books are required to be used.

Junior College

The convention now invited City Superintendent of Schools C. L. McLane, of Fresno, to explain the operation of the new Junior College in Fresno. It was started a year ago, under the new law, to do the first two years of university work. Three teachers were secured, and first year work was done in science, history, Latin, etc. Advanced work in agriculture was also done. The average attendance was 12 or 13, and the year was a success. The whole work had been done in the closest possible cooperation with the University of California, though it was operated not so much to provide for entrance to the Junior class of the University as to provide two years of extra work for high school graduates who could take no more. Requirements for admission so far were simply that the applicant be a high school graduate and able to do the work; except that students intending to go to the University must have University qualifications. Probably no effort will be made to carry two classes in any subject, as both classes can do either first or second year work together, the order being a matter of indifference.

In reply to questions, Mr. McLane said that no more than two years' work was contemplated. Certificates corresponding to the Junior Certificate in the University will be granted on completion of course. The college last year cost $1,650 in salaries, $1,500 to $2,000 for chemistry equipment, some hundreds for mathematics equipment, and $400 to $500 for dairy equipment. He would advise the establishment of such an institution only where no school for higher education was easily accessible.

Supt. Mark Keppel now asked and received permission to call attention to Assembly Constitutional Amendment No. 2. He declared that the amendment is being circulated with a title showing it to refer to text books, whereas it really refers to the certification of teachers. If adopted, there will be no provision in the constitution for county boards of education or for the certification of teachers.

Mr. Job Wood pointed out that the copy of the amendment as read by Mr. Keppel, was an early copy, which had later been corrected to leave in the provision for county boards.

The Official Journal

Supt. J. W. Linscott deplored the action of the State Board of Education in cutting out the official journal of education. He praised the Legislature for refusing to pass a law to eliminate the support of such a journal, and believed it to be the duty of the State Board to name a journal, which performs a great service in carrying educational intelligence to the country districts. He therefore moved that it be the sense of the convention that the official journal should be continued and that the State Board should designate such a journal.

Supt. George W. Frick, of Alameda County, with Superintendent Linscott's consent, moved that the word "speedily" be inserted before the word "designate" in the motion.

Supt. Hugh J. Baldwin, of San Diego, opposed the motion on the ground that the law eliminated the free will of the trustees in the method prescribed for the payment of the subscription price of the journal. Superintendents Wood of Alameda City, Lindsay of Fresno County, Abrams of Butte County, and Stockton of Kern County participated in the debate. On motion of Superintendent Frick, the privilege of the floor was granted to Mr. Harr Wagner, editor of the Western Journal of Education, hitherto the official journal. Mr. Wagner addressed the convention, explaining the difficulties encountered in conducting a journal and pointing out the real effect of the motion. Discussion was resumed, and was closed by Supt. Horace M. Rebok, who moved the previous question, which was carried. Superintendent Linscott's motion, as amended by Superintendent Frick, was now put and carried.

At the morning session of Saturday, July 8th, the name of Mr. A. M. Armstrong, City Superintendent of Schools of Vallejo, was by unanimous vote added to the rolls of the convention.

U. S. Commissioner of Education

The address of the morning was delivered by Dr. Harlan Updegraff, of the office of the United States Commissioner of Education. His subject was "Uniform Certification of Teachers, and the Unifying of School Financial Statistics." He touched only briefly on uniform certification. The movement for it was started a year ago, and ten States are now interested. The effort is being made to establish standards of certification expressed in terms that shall be applicable to the certificates of every State.

Speaking of the work of the Bureau of Education, Doctor Updegraff explained that two divisions had been added in the last five years: a division of higher education, under the direction of Dr. Kendric C. Babcock; and a division of school administration, under Doctor Updegraff. This second department tries to reach the rural school problem by way of the State superintendents; and the city school problem by way of the city superintendents. The division's work is twofold: legislative work, consisting of the publication and distribution of school legislation; and statistical work.

Doctor Updegraff then explained the bureau's system of uniform school reports, which are in such form that they reduce all school statistics to common terms of definition, so that the same form of report may be used anywhere in the country. The forms exhibitied by Doctor Updegraff may be altered to suit almost any local conditions, simply by telescoping parts of the general outline, without destroying the adaptability of the figures to the purposes of comparison. Separate forms are provided for city school reports, the former having, also, separate forms for fiscal and for non-fiscal data. Doctor Updegraff also described a standard form which is designed to show the child's complete school history, and can be carried throughout its whole school life, even from city to city.

City Supt. Will C. Wood, of Alameda, had noticed that Item 53 conflicts with the State law of California, since city school bonds are voted not by the district but by the city as a whole. Doctor Updegraff said that all bonds should be counted in making entries.

Superintendent Hyatt said that the State office would gladly arrange its statistical forms to correspond with those of the Bureau of Education, so that city superintendents would not have double work to do.

Special Certification

Supt. D. T. Bateman, of Santa Clara County, now raised the question of a definite rule for the certification of special teachers. Supt. Mark Keppel said that the Legislature had considered a law to require of such teachers a cultural training equivalent to graduation from a normal school, but that school boards had opposed the law on the ground that it would be fatal to the supply of special teachers; and on the further ground that all that is needed for the equipment of good special instructors is practical knowledge of their special subjects. He, however, insisted that vocational teachers should have a broader outlook than their specialty, and should be grounded in cultural subjects as well.

Mrs. Hyatt agreed with Superintendent Keppel. The State Board has nothing to do with special certification, but the State office receives many requests nevertheless, and many of them contain nothing to show that the applicant has had any education whatever. County superintendents should be more careful to prevent payment of teachers who are illegally teaching regular subjects on a special certificate.

Mr. Job Wood and Superintendents Davidson and Templeton also spoke. Superintendent Keppel then introduced the following resolution, which was carried:

We favor the granting of Special Certificates either upon examination or upon credentials.

We favor the granting of such certificates of the elementary grade to applicants who have the equivalent of six years of education after graduation from the common schools; and of the secondary grade to applicants who have the equivalent of seven years of education after graduation from the common schools.

Supt. L. W. Babcock, of Mendocino County, moved that it be the sense of the convention that the State Board of Education should require that county boards recommend for special life diploma only teachers who have taught in that county at least one year immediately preceding the recommendation. Seconded and carried.

Mr. L. L. Freeman, supervising principal of the Preston School of Industry, and Miss Griffin, of the Whittier School, each spoke briefly of their work.

Supt. Horace M. Rebok, of Santa Monica, now raised the question of the language text book. The boards of education are now preparing the courses of study for next year, and do not know what to do with reference to this text. It being near the noon hour, Superintendent Keppel moved that the question be made a special order to follow the address at the afternoon session. Carried. Chairman Hyatt then called upon Mr. James A. Foshay, former city superintendent of Los Angeles, who made a brief reminiscent and humorous address that left everybody in a pleasant frame of mind for luncheon when adjournment was taken.

Mr. W. A. Beard delivered the address of the afternoon. His subject was "The Work of the

Country Life Commission in its Relation to the Country Schools." He defined the object of the country life movement to be to develop a country life as complete and satisfying to those who live it as city life is to those that live it. He charged the rural elementary schools, in spite of their virtues, with failing to exalt country life in the minds of the country children and thus with being in large measure responsible for the dissatisfaction with country life that has caused the movement from the soil to the cities. He pleaded for the co-operation of the country schools in making the country life attractive to country people.

Mr. L. H. Weir, representing the National Playground and Recreation Association, spoke briefly upon the association's work.

Free Text Books

Pending the arrival of Superintendent Rebok, Supt. Frank F. Bunker, of Berkeley, moved the following resolution, which carried:

Resolved, That a commission of seven be appointed by the chair to investigate the question of free text books and its bearing on the related question of local adoption, and submit a report of said investigation, together with the commission's recommendation, to this body for its discussion at the next annual meeting. Further, that a copy of the commission's findings be placed in the hands of each county and city superintendent in the State one month before the next session convenes.

Chairman Hyatt thereupon named the following members of the commission: City Superintendent Frank F. Bunker, of Berkeley; County Superintendent Champ S. Price, of Santa Cruz; Supervising Principal Hall, of San Mateo; Miss Mamie V. Lehner, County Superintendent of Santa Barbara County; County Superintendent Hugh J. Baldwin, of San Diego; County Superintendent Delia D. Fish, of Tehama County; and County Superintendent Preston W. Smith, of Placer County.

Language Books

Mr. Rebok having arrived, the convention proceeded to the special order. Deputy Superintendent T. L. Heaton, of San Francisco, moved that the convention request the State Superintendent to inform it, officially, whether there will be a sufficient number of old grammars on hand to supply pupils during the coming school year.

This motion developed a general discussion which consumed practically all of the remainder of the session. Superintendents Baldwin, Keppel, Davidson, Fitzgerald, Lindsay, Linscott, Heaton, MacKinnon, Fultz, Cranston, Frick, Rebok and Morgan participated, as did also Dr. J. F. Millspaug, Dr. Frederic Burk and Mr. Allison Ware, all members of the State Board of Education. The discussion went into the merits and demerits of particular texts, into the general question of the use or non-use of texts and into the law and the practice of the State Board in the adoption and compulsory use of texts. In the course of the debate, Superintendent Rebok moved the following resolution as a substitute for Mr. Heaton's motion:

Whereas, It appears from certain information that has come to this body of County and City Superintendents that the State Printer of California has been instructed to print no more text books in language until after the adoption of a new text in that subject by the State Board of Education, and

Whereas, The present supply of text books is insufficient to meet the needs of the schools of the State for the ensuing year, and

Whereas, The delay in the adoption of a text book in language is already causing great hardship to both City and County Boards of Education in preparing courses of study for use in their schools for the ensuing year, therefore, be it

Resolved, That we, the City and County Superintendents of Schools of California, in convention assembled, do earnestly deplore the crippling of the Schools of the State by reason of this delay.

Resolved, That we further respectfully urge that the State Board of Education call a special meeting of said Board at the earliest possible legal date for the purpose of completing the adoption of a State text in language.

Supt. R. J. Fitzgerald, of Nevada County, moved as a substitute for Superintendent Rebok's resolution, that any member of the State Board then present might answer Mr. Heaton's question. Upon Superintendent Keppel's suggestion, the Rebok resolution and the Fitzgerald motion were both temporarily withdrawn, and Mr. Heaton's original motion was put, and carried.

The State Superintendent thereupon made substantially the following statement: That the supply of old language books on hand was approximately sufficient to last to the first of next January; that at the last session of the State Board of Education no new language book was chosen, because further time was desired for investigation; that the Board will meet again in September, and that they can then order more of the old text if they deem that action wise.

Dr. Frederic Burk, of the State Text Book Committee, asked if the sense of the convention preferred the old books to no books. Upon motion of Superintendent Keppel, it was declared to be the sense of the convention that the Board should order enough old grammars to last throughout next year.

Superintendent Keppel inquired as to the similar case of the physiology text, and was answered to the effect that the old books were nearly exhausted and that the new books would be ready for the schools about October 1st.

Superintendent Rebok announced that he would not further press his resolution.

Supt. Will C. Wood, of Alameda, attacked the California system of text book publication as a whole, and moved that a resolution be adopted declaring the sense of the convention to be that State adoption of text books should be abolished and that the choice of texts should be left to local authorities. On motion of Superintendent Keppel, the resolution was tabled.

Chairman Hyatt now called upon Dr. A. E. Winship, of Boston, the editor of the New England Journal of Education, to address the convention, which he did to the great pleasure of all. The convention was then declared adjourned.

* * *

NEW RULE OF STATE BOARD OF EDUCATION

Rule 2 of the State Board of Education relating to the time of opening and closing schools was amended so as to read as follows:

Section 2. The School Day: Computing Average Daily Attendance.

The minimum school day for any school sharing in State funds on a basis of average daily attendance shall consist of not less than four hours of actual work and attendance exclusive of recesses. Each school day shall be divided into four approximately equal parts. One-fourth of a day's attendance shall consist of actual work and attendance for not less than one hour, exclusive of recesses; one-half of a day's attendance shall consist of actual work and attendance for not less than two hours exclusive of recesses; three-fourths of a day's attendance shall consist of actual work and attendance for not less than three hours, exclusive of recesses. In no event shall attendance by any individual on one calendar day be construed as more than one day's attendance. The word hour as used in this rule means a sixty minute hour. This rule shall govern the computation of average daily attendance in day and evening elementary and high schools, polytechnic, industrial, agricultural, and all other schools drawing State money on a basis of average daily attendance.

Rule 11 of the State Board of Education relating to excuses for absence or tardiness on the part of children in the schools was amended to read as follows:

Section 11. Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The words, "and teachers may require statement of causes of absence or tardiness," were stricken out of the rule.

The Summer School, University of California, enrolled over sixteen hundred students.

Dr. W. O. Smith, formerly vice-principal of the Mission High School, has been elected principal of the Petaluma High School, at a salary of $2,700 per year.

STATE NORMAL SCHOOL OF MANUAL ARTS AND HOME ECONOMICS

Santa Barbara, Cal.

The Legislature granted the appropriation to the Santa Barbara State Normal School of Manual Arts and Home Economics, but there has not been time to publish a catalog. The following data will give an idea of the courses offered. (The enrollment will be limited.)

The entrance requirements are as follows: Graduation from a college, university, normal or special school; or certificate of attendance for two or more years in such schools with recommendations from the same; or successful teaching experience.

Home Economics includes Domestic Science and sewing.

Pre-requisites: Elementary chemistry, botany, zoology or biology, physiology or hygiene, physics.

Domestic Art includes sewing, dressmaking, millinery, textiles, costume design, house furnishing.

Pre-requisites: Satisfactory hand sewing and freehand drawing.

Manual Arts includes construction work for Primary, Elementary, Grammar and High School. Courses for Women Students: Bench work in wood, with correllated design and metal work, Paper sloyd, and Elementary Bookmaking.

Pre-requisites: Ability to use edge tools.

Course for Men Students: Joinery, turning and forging.

Pre-requisites: Some training in the use of edge tools.

Applied Arts includes design, and its application in pottery, metal work, bookbinding, woodcarving, tooled leather, etc.

Pre-requisites: Training in design and ability to model and to use the craft worker's tools.

High School Courses and Grade Courses will be offered.

The diploma entitles one to hold a "special certificate" to teach and to supervise the subject studied. There is no tuition. A nominal fee will be charged for laboratory and for materials for each course. There are no dormitories. Satisfactory arrangements can be made for boarding and for "light housekeeping" after arrival. (Expenses vary from $22 to $32 per month.)

Registration day is August 21st, and it is desired that students all report on that day. We shall be glad to correspond further.

EDNAH A. RICH,
President.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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THE WESTERN JOURNAL OF EDUCATION
324 Phelan Building, San Francisco, Cal.

Editorial

The San Francisco meeting of the N. E. A. had spirit, even if the "old guard" did represent a "going concern."

* * *

The report of the Annual Convention of City and County Superintendents in the Palace Hotel reads like a symposium on education. The speakers touched upon every subject from peace to war, including text books.

* * *

Ella Flagg Young has been called the George Eliot of the teaching profession. She presided with the dignity, wit and czar-like rulings of Tom Reed.

* * *

Miss Margaret Haley has unionized the teachers of Chicago. To President Millspaugh she is a striker—a walking delegate a woman whose influence is to be discouraged. To those who know her she is a woman who is advocating the gospel of the golden rule, who is bringing the schoolmaster and the laborer together in a common cause to uplift humanity.

* * *

The School Trustees will be deprived of an official journal for a while, due to the selfishness of a few men who tried to organize the educational thought of the State with the Sierra News as the official mouthpiece, and Leroy Armstrong as the official ear trumpet. However, the local institute, the trustees' meetings, the splendid bulletins of the department of Public Instruction of California, and the educational literature of the U. S. Department of the Interior, and of the U. S. Commissioner of Education, will continue the work of publicity along right lines.

* * *

Dr. David Starr Jordan was the one great voice at the San Francisco meeting. His talks on Peace, and on Sane Temperance—were fundamental—permanent, and cut through the veneer of special interest, and temporary culture. In the meantime, military companies are being organized in our high schools, and the revenue tax from the sale of whisky in bond with the U. S. stamp, show an unhealthy growth.

* * *

This is a mixed fable. Once upon a time there was an haruspex that knew just what the State Board of Education was going to do. He secured the names of the clerks and made a chortle like the official journal. There was once an Irishman that met a bull in the road. The bull was pawing the dust. The Irishman thought how funny it would be if he slipped up and grabbed the bull's horns and pushed his nose into the dust. He laughed. Then he tried it. The bull tossed him over the fence and when the Irishman recovered he expressed himself as glad that he had his laugh first. Likewise the haruspex is delighted that he chortled before he of "The Long Tail reached the land of the cocoanut trees."

* * *

The Playground and Recreation Association of America has opened a Pacific Coast Headquarters in the Phelan Building, Room 1058, San Francisco, Cal. This is the result of the recent amalgamation of the State Playground Association with the National Association. Mr. L. H. Weir, the Pacific Coast Field Secretary will be in charge. He will be at the service either personally or by correspondence of any community desiring information and advice upon the organization and management of playground and public recreation work. Slides illustrating the work on the coast and in other parts of the country will be loaned to communities and pamphlets upon various phases of the work will be sent at a nominal cost.

* * *

THE SAN FRANCISCO MEETING OF THE N. E. A.

An Editorial Review by Harr Wagner

The Program

The general sessions of the N. E. A. were attended by large numbers. At least 10,000 people were at the opening session at the Greek Theatre in Berkeley, and almost three thousand at the closing exercises in the Pavilion Rink. The speeches of welcome were good. Governor Johnson's speech was brief, well worded, sympathetic and a model of its kind. Mayor McCarthy read his address in a clear voice, that carried to all parts of the theatre. The speech was dignified, adroit, and creditable. President Wheeler's speech was just good; polished and expressed with unction (I do not like the word "unction," but it fits). The other addresses were neither above nor below standard.

The session of Tuesday evening was of unusual interest. Ella Flagg Young delivered an address that for catholicity of view, virility of statement, and effectiveness has not been equalled by any president of the Asociation for years. The addresses on Wednesday evening were by Mrs. Emmons Blaine, Margaret Schallenberg, Joseph Scott and Charles Zueblin. Mr. Scott was witty, clever, eloquent, and made many strong points in favor of increased compensation for the teachers. Mr. Zueblin is a professional lecturer of national reputation and made good, although he was placed badly and had to hold the audience at the close of a long program. Supt. Roncovieri gave an appreciation that was appreciated and applauded generously.

On Friday evening Miss Blake delivered an address on "Peace." It was full of vigor, sound, practical sense and was effective. Kate Stevens of London, England, also made a strong impression and added much to the interest both to the general program and departments in which she spoke.

The Departments

The various departments had excellent programs. The strongest departments were the ones on elementary education, the National Council, physical education, Department of Manual Training and Art, music, and the Home Economics Association. The weakest one was the Federation of State Associations. Miss Ednah Rich of the State Normal School of Santa Barbara was active and helpful in all the departments connected with her work. Much credit is due Estelle Carpenter, supervisor of music of San Francisco, in securing a large attendance in the music section and in arranging a fine original music program by local artists.

The following musicians contributed: Arthur Fickenscher, H. B. Pasmore, Albert Elkus, Wm. H. McCoy, Edward Schneider, Edith Simonds, Theodore Vogt, Samuel Savannah, Kathleen De Young, Humphrey J. Stewart, John Haradeen Pratt, John Metcalf and Wallace Sabin.

The demand for seats was so great to the Friday afternoon performance that the program was repeated Saturday by request. A special feature of the program Friday afternoon was a song by Frederick Galloway, the boy soprano, a pupil in the Edison School, San Francisco. L. H. Weir, of the Playground and Recreation Association of America, made several notable addresses. In the department of kindergarten education Lester Van Nostrand of San Francisco made an address in memory of Milton Bradley and Miss Katherine Ball, of San Francisco, spoke on The Education of the Color Sense.

There were only twelve people at department for the Federation of the Teachers' Associations and the Department of Science did not have an attendance of over two hundred. It is rather discouraging to a speaker to travel 3,000 miles with his suit case filled with speeches, and find only a few people willing to listen to his wisdom in tabloid doses.

The Reception

The receptions were of very great interest. California hospitality was in evidence. State Superintendent Hyatt in charge of California Headquarters, was on duty morning, noon and night. The California Federation of School Women's Clubs held open house in the Sequoia Club Rooms with Effie B. McFadden in charge. The banquet to Mrs. Ella Flagg Young Thursday night was a splendid success. Mr. T. E. Hayden as toastmaster was adroit, witty and clever. The reception on Monday was a great affair. In the receiving line were Ella Flagg Young, Mrs. Kincaid, Mr. and Mrs. Vaughn, Mr. and Mrs. J. E. Power, Mr. and Mrs. Henry Payot, Mr. and Mrs. Roncovieri, Mr. and Mrs. Hyatt, Mr. and Mrs. Benjamin Ide Wheeler. The San Francisco Council held a series of brilliant receptions in the Golden Gate Hall, and the Newman Club of professional women gave a fine afternoon at St. Rose's Academy to Ella Flagg Young and visiting teachers, under direction of Agnes Regan. The San Francisco Board of Education made their headquarters in the Girls' High School, with physicians and trained nurses, rest rooms, refreshments, etc. Katherine Ball was in charge of a fine exhibit of drawings and crafts at Hopkins' Art Institute.

The Election of Officers

The meeting of the active members was of unusual interest. There were at least twelve hundred in Golden Gate Hall at the business meeting. The newspapers placed great emphasis on the political activities of the "old guard" and the progressives or insurgents. However, the situation was very simple. First, many of the active members from the East desired to have officers

of the N. E. A. in harmony with the policy of Ella Flagg Young and to have the association more democratic in its government.

Second: Many of the active members in California who had been aroused to opposition to the State Association by the undemocratic method of control were naturally in sympathy with the movement to make the government of the N. E. A. more democratic.

James Ferguson, of the Polytechnic High School, San Francisco; Hugh J. Baldwin, San Diego; Mr. Hall, principal of the Chicago High School; Dr. Owen, principal of the Chicago Normal School; Henry B. Dewey, State Superintendent of Washington; Mr. Crabtree, State Superintendent of Nebraska; Alice R. Power, of San Francisco; Margaret Burk, of San Francisco; Margaret Haley, of Chicago; Mrs. M. M. FitzGerald, Madame Pechin, and Miss Frances Hodgkinson of San Francisco, were some of the leaders in the movement to have the organization represent a more democratic spirit.

On account of special interests controlling the selection of the nominating committee in previous conventions, great care was taken to see that each State was properly represented. The active members of California met in the Greek Theatre and selected Hugh J. Baldwin of San Diego for the nominating committee, and recommended Mark Keppel for director. Henry Clay Hall of Corte Madera, Marin County, made an eloquent speech, nominating Baldwin.

Leroy Armstrong was nominated for secretary of the meeting, but blushingly acknowledged that he had not qualified as an active member of the N. E. A. He was cordially invited to withdraw.

The nominating committee was composed of forty-seven people. The men discussed for president of the N. E. A. were Elmer Ellsworth Brown, Ernest Carroll Moore, A. E. Winship and Carroll G. Pearse. Dr. Winship was one of the strong advocates at the Boston meeting of the election of Ella Flagg Young, and has done more in the way of news publicity of educational men and measures than any other man of this generation. Carroll G. Pearse has been a consistent advocate of progressive ideas and has been an open opponent of the policy of Nicholas Murray Butler in the control of the N. E. A. The nominating committee selected Pearse by a vote of 27 to 20, for Winship. Mr. Springer of Michigan was nommated for treasurer by a vote of 24 to 23, for Miss Blake of New York. At the business meeting, Pearse was elected and after a spirited contest Miss Katherine Blake was elected over Mr. Springer for treasurer. J. T. Joyner of South Carolina, Hugh J. Baldwin, Mrs. M. M. FitzGerald, H. C. Hall and State Superintendent Dewey and James R. Greenwood were among the speakers.

The reports of the trustees and treasurer were adopted. Action on the amendments to the by-laws, proposed by the "old guard," was postponed for one year. The establishing of an official organ was referred to the executive committe. E. O. Vail's "reform spelling" was referred to a committee.

The Attendance

The railroads report the validation of 4,422 tickets up to August 4th. There were 1,800 memberships from Southern California, and about 4,000 from Northern California. The total membership for 1911 will therefore reach about 12,000.

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Dr. David P. Barrows of the University of California, is traveling through South America in the interest of the university.

TRIUMPH FOR NEW CAUSE, SAYS PRESIDENT ELECT

By Carroll G. Pearse

President Elect of the N. E. A.

The results of the National Education Association election are not to be construed as a personal victory or defeat for any individual; they mean that the members are in earnest in wanting a change in the methods of management, and propose to take more of a hand in their own affairs. The talk of a decline and fall of the association as the result of the action is nonsense.

No man is necessary; the prominent "educator" who plays Achilles and sulks in his tent will be surprised to find that the battle goes on, and will be won without him. A new soldier in the cause of education will spring into his place, and will soon learn to fill it.

The "insurgents" are not in the mood for proscription, and no member of the association will be driven out, or will have any occasion to complain of unfair treatment. The association needs, and the officers want the co-operation and aid of every member. There would be regret if any of those who have in the past done good work should cease to take an interest. But not many will do this; and the member who will no longer work, or who withdraws because he no longer holds office, or because he and his friends no longer control, can very well be spared.

The association, the greatest educational organization in the world, fills a real need; it can render a real service to education in the nation; it will live and prosper and will fulfill its high mission.

The teachers are to have a greater share in the management of the association now than they have had in the past, and more attention will be paid to the things that interest and concern them.

It is true that the association began today a new policy so far as the variety and scope of its educational activities are concerned. It appropriated more than $6,000 for educational investigation, which is more than has been appropriated for that purpose all together during a good many years.

* * *

THE DECLARATION OF PRINCIPLES

By Carroll G. Pearse

The report of the committee on resolutions, submitted by President Elect Pearse, contained recommendations and expressions of principle, some of which are given in full herewith, as follows:

1. Affirmation of belief in importance of free public education for children. Approval of national government's policy of extending into its possessions the system of education of the United States.

2. Recommendation that, owing to increased cost of living, more money be expended in schools, as is necessary to meet changed conditions.

3. Recommendation that Congress increase appropriation of federal bureau of education so that additional investigations may be made. Also, that salary of commissioner of education of the United States be increased.

4. Recommendation that ethical instruction be introduced into the program of schools.

5. The association favors all measures which will tend to safeguard the health of the growing child. Among them must be reckoned proper attention to school hygiene in all its applications; proper medical inspection and the co-operation of boards of health in the matter of sanitation and contagious disease; the extension of the use of schoolgrounds, and, in large cities, of schoolroofs as playgrounds, open air gymnasia and school gardens; the establishment of open air schools and of forest and farm schools; and the furtherance of physical exercise in formal arrangement and in sports and games commensurate with the powers and needs of the growing body in its successive stages.

6. Recommendation for sanitary and hygienic school houses.

7. Recommendation that school buildings and grounds be open for certain educational uses of the public, under rigid regulation by school authorities "to safeguard the integrity, privacy and hygienic security of our schools."

School Age Limit

Recommendation:

8. That the school age limit of each individual child be determined by requiring the child to meet physical and mental tests, even though the child be in years above the age standard; in other words, a child's actual age should be determined by physio-psychological data corresponding to the normal standard for the age limit required by law. All children or persons failing to meet such maturity test at the extreme school age limit should remain under public supervision and control, either until they reach maturity, or permanetly. * * * Child labor laws should be so modified as to meet this requirement.

9. Recommendation that vocational training and advice be given pupils in the schools.

10. The National Education Association earnestly requests that the Panama-Pacific Exposition provide for a complete child welfare exhibit, to the end that the benefits heretofore enjoyed by a few favored localities may be extended to every place sufficiently fortunate to have representatives in attendance at the exposition with which California is planning to instruct the world.

11. The success of women in the field of higher education during the last generation demonstrated her intellectual quality and placed her on a level with her brother. Up to this time she has been following the traditions of man's education, in many instances of an antiquated type; but the time has now come for a new differentiation. While no essential difference exists in the mental value of the sexes, there exists a difference in mental and emotional quality and in social function. This association therefore recommends that this difference be recognized in courses of study and methods of training for our girls and young women.

12. Recommendation of the American school peace league as a channel through which teachers may learn of the international peace movement, and the support of the plan to establish a world's tribunal to act as an international court for civilized nations.

13. Recommendation that investigation be made into conditions of the teaching body. (The substance of this recommendation was adequately covered by another resolution.)

Greetings from England

14. The National Education Association expresses its heartiest recognition of greetings borne to its members by Miss Kate Stevens, head mistress of the Mortem street central council school, London, from the Teachers' Guild of Great Britain and Ireland, the National Union of Teachers, the London Teachers' Association, the London Head Teachers' Association and the Child Study Society.

15. Association accredits Mrs. F. F. Andrews of the American Peace League as the representative of the National Education Association to bear return greetings to the league.

16. The members of this association hereby express their hearty appreciation of the great progress made by the National Bureau of Educa-

tion under the able leadership of Commissioner Elmer M. Brown, and pledge their enthusiastic support to his successor, Commissioner Philander P. Claxton, in his work of increasing and extending the service of the bureau.

The resolution referring to the statehood of Arizona and New Mexico follows:

Resolved, That it is the sense of the National Education Association that Arizona and New Mexico should be admitted as separate States without delay. Their rapid increase in population, their remarkable material resources and the advance in the education and intelligence of the people during the last decade furnish unanswerable arguments for the immediate admission of these two territories.

Resolutions were passed thanking Mrs. Ella Flagg Young, president of the association, "for the interesting and valuable program presented at this meeting, and for her efficient administrative conduct of the affairs of the association during the last year."

Resolutions were also passed thanking the people of San Francisco and of California for the reception and entertainment of the memberships of the association, and to the Governor of California, the Mayor of San Francisco, the educational authorities, State and municipal; the chairmen and members of the several local committees, the members of the press and to the hotel and railroad officials.

School Trustees

KINGS COUNTY TRUSTEES

Mrs. N. E. Davidson, County Superintendent of Schools of Kings County, called the School Trustees of the county to meet at Masonic Temple in the City of Hanford at 10 a. m. on the twentieth day of June. Nearly all the districts were represented by trustees who were anxious to gain all the information possible for their schools. Close attention was given to the speakers and many questions indicating great interest on the part of the trustees were asked. Assemblyman G. W. Wyllie of Dinuba, to speak from a trustee's point of view, was one of the speakers. Mr. Wyllie opened his address by saying that he believed that the members of the district school boards should be the cream of the community in which they reside with patriotic motives and the welfare of the pupils at heart.

He expressed himself as favorable to the trustees' institute, saying that after a discussion of ways and means he believes they will mean the initiation of school measures that will be of benefit to the school system of the State. With their experience, he said, the school board will be better able to define legislation for schools, better even than teachers who are often inexperienced and often working for selfish motives, and better than county superintendents who are sometimes loath to take up questions of legislation as it places them at times in a delicate position between teachers and trustees.

The speaker criticized school legislation by saying that too much of it was initiated from selfish motives, and many teachers and superintendents try to inject their selfish ideas in the laws presented for enactment, wishing to take advantage of the law for their selfish ideas.

As an example he told of the law doing away with the school census which was introduced from Los Angeles County and was opposed by San Francisco to such an extent that it was next to impossible for the adherents of the law to get it out of committee. The reason of the opposition of San Francisco, he said, was because the city and county had been drawing more money under the old law than they were entitled to.

The pension measure for teachers he criticized as being born of selfish motives and said that the teachers who were taking things easy and not the real live ones were harboring the measure. He expressed hope that the trustees' institute will study conditions and undertake to initiate real beneficial school legislation. He said the institute is the right place to suggest plans, and urged a discussion of the pension system, free text books, and more uniform county curriculum.

The speaker advocated more uniform system of text books, so that the books will be less susceptible to change, and thus work a far less hardship on the laboring man, who must educate his children regardless of how many books it takes. The reason of so many changes in the books is said by the speaker to be chargeable to too many faddists who are teaching school who insist on a system that may be a failure.

Another suggestion of the speaker was the elimination of some of the supplemental work. Another suggestion was for a simpler and shorter curriculum, and advocated the cutting out of drawing, painting, botany, calisthenics, mythology, and in fact all studies that are not fundamental. "The boys and girls are being taught too many frills," said the speaker, "and are trying to know too many things and the fundamental ideas are being crowded out by the frills."

He advocated a uniform system of schools among the counties, and when a county has something really good he thought it should be adopted by other counties.

His idea of the purchase of supplies was that a member of a Board of Trustees be appointed as a financial agent to treat with agencies and to buy the school supplies.

He said that he had in the legislature urged the appointment of a committee to go over the school law and modify it and report at the next session but on account of some selfishness, the suggestion did not pass, but he hopes to get it up at the coming special session of the legislature.

The speaker said he believes the University of California should get nearer to the public. The university is working now, he said, to the idea that every boy or girl that graduates from a high school is going to the university, when in reality only a very few go there. "The university," he said, "is now shooting over the heads of the common people."

He closed by urging the trustees to avoid any complications in the schools and stated that only the qualifications of a teacher should be taken in consideration regardless of any friendship among the people. Trouble, he said, can be avoided by the above method and when a teacher is selected, he urged the trustees to stand by the selection unless the actions of the teacher are beyond reason.

At the close of the remarks Mrs. Davidson took occasion to say that she advised trustees to make a salary of seventy-five dollars per month to young and inexperienced teachers, with a raise in salary if they proved competent. She stated that too much money in the salary fund and not enough for the expense fund of counties had had a tendency to make trustees extravagant in the matter of salaries.

Mr. Wood, from the office of Superintendent of Public Instruction, spoke at length on recent school legislation, taking up the several bills as passed and giving the changes.

He dealt particularly on the text-book system in answer to questions asked giving changes during the last thirty years.

At the afternoon session the discussion continued, covering many topics of interest to trustees rather than the public in general, but lack of time and space prevents an extended report.

The meeting was a success in every way and indicated much interest in educational matters.

SOLANO COUNTY TRUSTEES INSTITUTE

Superintendent Dan H. White of Solano County called the School Trustees to meet in the Superior Court room in Fairfield on June 25th. His program as slated by him was "real business with no frills." About seventy-five trustees were present. They were there for business and every minute was occupied from ten in the morning till four p. m.

Superintendent Hyatt's office was represented by Mr. Wood of Sacramento. Superintendent White and many of the trustees took part in the discussions. Mr. Wood spoke on recent legislation and on education in general as its success depends upon the work of the trustees.

The program for the day as prepared by Superintendent White has much in it that may be suggestive to other superintendents and trustees. I give many of the points:

Discussion of following topics by trustees—Election of Trustees, Duties, Purchasing Supplies, Agents or Local Dealers, Library Books, Time to Purchase, Selection of Teachers, Tenure, Frequent Changes, Contracts, Salaries, Term or Calendar Months, Funds, Sixty Per Cent and Forty Per Cent, Holidays, Better Buildings, Play Grounds, Water and Drinking Cups, Course of Study, Changing Text Books, Supplementary Books, Compulsory Attendance, Daily Attendance, Pupils Attending Other Schools, Supervision for Towns, Special Music Teachers, What to Do With Slow Pupils, Consolidation, and Interesting Parents.

Discussion of following High School topics—Why Pupils Do Not Attend Better, Few Graduates, Should Courses be Changed, Manual Training and Domestic Science, Agriculture Taught, Library Districts, etc.

These trustees' meetings are indicating the deep interest of the intelligent citizens of this State in public education.

The trustees present expressed themselves as much pleased with the work of the day. Superintendent White is to be congratulated on his first trustees' meeting.

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Available Material From the State Forester

Copies of a map of the forested areas of California just issued may be had for schools, libraries or individuals by applying to State Forester Homans at Sacramento. The map is a large one and is suitable for mounting on the wall. In addition to picturing the forested section of the State it is an accurate map of cities, towns, counties and railroads and is worth having on the latter grounds alone.

The Federal Forest Service has all but completed a canvass of the wood-using industry of California, co-operating with the State Forestry office. The study when completed will give accurate data of the use of wood in the different industries. The study has been completed in many other States and from it the exact knowl-

edge required for intelligent attempts at solving the forestry and lumber supply problems of the Nation will be drawn.

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EDUCATIONAL LITERATURE IN JUNE PERIODICALS

By Katherine Hilton

Allen—Saturday afternoon walks. Playground 5:99
Arnold—Training of teachers for trade schools. Jol. of Ed. 73:570. May 25
Bailey—My Odyssey. Jol. of Ed. 73:665. June 15
Bailey—A national flower laurel. Sch. Arts. Bk. 10:944
Ball—Outdoor beauty at the Golden Gate. Sch. Arts. Bk. 10:889
Bender—Eleven years course. Jol. of Ed. 73:599. June 1
Bennett—Visiting manual training schools in Europe. Munich. Man. Tr. Mag. 12:467
Betz—College entrance requirements in modern languages. Sch. R. 19:406
The Bible—Educ. R. 42:48
Blanch—Fine art at San Francisco. Sch. Arts Bk. 10:900
Blewett—The principal, the supervisor, the superintendant. Jol. of Ed. 73:594. June 1
Bliss—What is patriotism and how can patriotism be taught. II and III, Jol. of Ed. 73:569, 598. May 25, June 1
Brancher—Playgrounds and recreation. Jol. of Ed. 73:563. May 25
Campbell—Nature study, faithful and fanciful. Sch. Arts. Bk. 10:910
Cassidy—Common schools. Educ. 31:646
Cleaveland—Camera as a traveling companion. Sch. Arts. Bk. 10:910
Curtis—Measurement of growth and efficiency in arithmetic. El. Sch. T. 11:528
Craig—A box kite. Man. Tr. M. 12:425
Cruikshank—Manual training and industrial education in Pennsylvania. Man. Tr. M. 12:440
Edwards—Humidfying. Jol. of Ed. 73:670. June 15
Eliot—Differentiation of the high school course in English. Educ. 31:639
Farnum—My work book-making. Sch. Arts. Bk. 10:936
Farrington—National union of teachers of England and Wales. Educ. R. 42:54
Giles—Questions on Macaulay's Life of Dr. Johnson. Jol. of Ed. 73:603, 675. June 1-15
Gray—The poor professor (dram). Educ. R. 42:29
Greenwood—The high school. Jol. of Ed. 73:667 June 15
Hall—Harmonizing of grammatical nomenclature in high school study. Sch R. 19:361
Haney—Twenty-one years of manual training. Man. Tr. M. 12:446
Hesperia demonstration. Jol. of Ed. 73:593. June 1
Hickman—How to teach the individual student. Educ. 31:663
Jacobs—Outdoor sketching. Sch. Arts. Bk. 10:916
Jesse—Some helpful educators. Educ. R. 42:20
Johnson—Renaissance of play. Playground 5:85
Jonas—Intra-national exchange of teachers. Educ. R. 42:60
Judd—School craft and the educational value of wrong doing. Man. Tr. M. 12:415
Jump—Social influence of the moving picture. Playground 5:74
Kansas retirement law. Jol. of Ed. 73:601
King—Vocational training in the public schools. Educ. 31:657
Kingsley—Examination questions for Irving's "Sketch Book." Educ. 31:68
Lamphier—The Workshop. Sch. Arts. Bk. 10:978
Maguire—Each child in school must be taught as an individual. Jol. of Ed. 73:595
Moore—New plan of admission to Harvard College. Ed. Rev. 42:71
Moulton—Sight-tests: their aims and how to prepare for them. Class J. 6:355
Moulton—Some uses of the classics to a modern student. Educ. 31:652
Norris—Graded course in school-room gymnastics. El. Sch. T. 11:505
Norton—Ideal kindergarten in her relations to children. Kind. Prim. Mag. 23:293
O'Grady—Guiding the attention—the child's part and the teacher. Kind. Prim. Mag. 23:290
Reynolds—College regulation of fraternities. Educ. Rev. 42:91
Ripley—The conflict between the home and the school. Jol. of Ed. 73:566
Seaton—Shop problems. Man. Tr. Mag. 12:499
Woodford—Practical system in folding, cutting, and modeling. Kind. Prim. Mag. 23:299
Young—Saving time in elementary and secondary education. West. Jol. of Ed. 16:259.

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THE NEW U. S. COMMISSION OF EDUCATION

President Taft, upon recommendation of the Secretary of the Interior, has forwarded to the Senate the nomination of Professor Philander P. Claxton, of the University of Tennessee, as Commissioner of Education to succeed Dr. Elmer Ellsworth Brown, who recently resigned to accept the Chancellorship of New York University.

The new commissioner is a graduate of the University of Tennessee and John Hopkins University, and has studied in Germany and Sweden. He is about 48 years of age, and has been teacher, principal, and superintendent of public schools in Tennessee and North Carolina. He was editor of the North Carolina Journal of Education from 1897 to 1901, and of the Atlantic Educational Journal from 1901 to 1903, and conducted this work with marked success. For several years he was professor of education in the State Normal College for women at Greensboro, North Carolina, and during the past eight years has been professor of education in the University of Tennessee, and assumed active leadership in developing the system of public high schools in the State. The majority of the present schools were established under his personal direction. In this promotional work he personally conducted a campaign before the people, visiting every county in the State, thus creating sentiment for legislation which has revised the school laws of the State and placed the finances of the public school system upon a mill-tax basis. He also assisted in education campaigns in the Middle, Western and Eastern States.

Of late years Professor Claxton has been a member of the Southern Education Board, and also of the Rockefeller Sanitary Commission. He has conducted the Summer School of the South, at the University of Tennessee, for nine years. This school is attended by teachers from all of the Southern States.

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THE DEATH OF O. E. GRAVES

By J. D. Sweeney

Scarcely two months have passed since writing about our old friend O. E. Graves, and now he has gone from his labors here into that greater school beyond. What I said of him then applies now. Our loss is great, for in him the cause of education had a true friend and advocate. In years past he was at the very forefront in reform measures, even as he had been at the front away back in the sixties when the call came from the President.

To the very end he remained in the harness, leaving off only when pain prevented his doing more. His work shall abide, for none can measure the influence for good that has been his these many years, and only when the final reckoning is made will we be able to properly credit him for his efforts.

He was a type of man whom we can ill afford to lose from the educational field, but who are unfortunately fast passing out of that sphere, much to the loss of the cause.

He died in Sacramento on Sunday, June 11, and was buried at that place by the Odd Fellows, he having been an exemplary member of that fraternity. He was also a member of Mansfield Post, G. A. R., of this city.

* * *

PEACE IN THE SCHOOL

By Katherine D. Blake, New York City

Are we doing our duty to the rising generation and helping on the progress of the world as we should? Courses of study in English and history require the memorizing of dates and poems in praise of war, so that peace is not made honorable. We are far enough along on the road towards civilization to realize that robbery and murder are not respectable, even when wholesale, and to dare to teach this to our children. They must learn the bitter results of military dominance, so that our country may not slip so fast towards this condition as it has in the past ten years.

How many people know that in this period our expenditures for military purposes have increased 360 per cent? Congress can cheerfully vote for $20,000,000 battleships a year, and scornfully refuse $75,000 to the commissioner of education for vitally-needed research work. We can spend thousands on a sham battle at Newport, yet have no funds to teach the children of our mountain regions. We stand seventh in percentage of illiteracy, and it is native born Americans who to a great extent drag us down in the scale of education. Already militarism is so powerful that seventy per cent of all money annually spent by the national government is for war, past, or to come. The Massachusetts commission of inquiry has shown that the cost of the necessities of life rises with each war and falls in each peace period.

Let us make peace picturesque, and we shall make it popular. Our "School Peace League" should be re-enforced with a children's organization of "School Boy Friends" and "School Girl Friends" to take the place of the Boy Scouts and the King's Guards, with a uniform, not of the khaki of the soldier, but gay with the national tri-color and brilliant with gold, for peace is the gold of the world, prosperity is her handmaiden.

We must honor peace heroes even as today war heroes are honored. Think of the great war organizations there are all over the country: Sons of the Revolution, Sons of the American Revolution, Daughters of the American Revolution, Daughters of 1812, Sons of the Colonial Wars, Colonial Dames, so warlike themselves that there is constant strife in many of these societies. We must organize the Sons and Daughters of Peace Heroes. What a wonderful roll of honor there is, bright with the names of Rogers Williams; Eliot, the great Indian preacher; Johnson, Edwards, Harvard, Yale, founders of great universities; Eli Whitney, Elias Howe, Samuel Morse, Robert Fulton, Cyrus Field, Benjamin Franklin. It shall be the duty of this society to lift from obscurity the names of the benefactors of mankind; those who have made two grains of wheat to grow where there was one before; to place with pomp and ceremony tablets upon their birthplaces, so that the honor roll of peace may become as long and as glittering as that of war.

Western School News

MEETINGS

The California Teachers' Association, Agnes Howe, San Jose, Cal., President; W. H. Hanlon, Martinez, Cal., Secty.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Lulu White, President, Redding, Cal.; Delia D. Fish, Secretary, Red Bluff.

Southern California Teachers' Association, J. H. Francis, President, Los Angeles; Mark Keppel, Secretary, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; E. L. Armstrong, Oakland, Cal., Secretary.

Mr. J. E. Osborne, formerly representative of the American Book Co. for Southern California, has been elected principal of the Shasta County High School, located at Redding.

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Superintendent Erlewine of Sacramento is to be congratulated on the fact that he has carried to a successful issue the raising of $800,000 for new school buildings.

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Superintendent J. H. Francis of Los Angeles, Cal., has had his salary raised from $5,000 to $6,000 per year. Superintendent Francis cut out the City and County Convention and the meeting of the N. E. A. to spend his vacation on the high Sierras.

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On June 1, 1911, more than 2,000 children of the public schools of Chico and hundreds of older people gathered on the Bidwell playground to pay their tribute to Mrs. Annie E. K. Bidwell, who had donated a playground to the children of the city. The children marched to the playground with a brass band at their head. The mayor and many prominent citizens were present to express their appreciation of Mrs. Bidwell's gift. In speaking of how she came to give the playground, Mrs. Bidwell said: "One day Mr. Weir, our great national leader in the playground movement, came to Chico and aroused our enthusiasm for a Chico playground, and I heard God's call to me to awake to my opportunity and to do now what I purposed doing in the future—to give now this bit out of my 'dooryard' for the children now. 'Wherefore I was not disobedient unto the heavenly vision,' and I pray God to give each of you, dear friends, a 'vision' of your privilege and duty to make this playground a grand success in the highest sense of the word."

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There are thirteen cities with medical inspection. San Francisco and Los Angeles led off in 1907; Pasadena and San Jose followed in 1908; Berkeley, Oakland, Pomona, and Santa Clara in 1909, and Alameda, Fresno, San Diego, Santa Ana, and Santa Rosa in 1910.

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F. E. Johnson, formerly of Boulder Creek, has been elected principal of the High School at Haywards.

* * *

F. E. Strothers, formerly of the California Outlook, has been appointed a deputy superintendent of Puhlic Instruction by Edward Hyatt. He is a young man of fine personality, a capable writer and a keen appreciation of the duties of citizenship.

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George H. Rhodes, formerly Superintendent of Mendocino County, is now in charge of the San Francisco office of the California Outlook.

* * *

Alex. Sheriffs, Superintendent of San Jose, was in the East during the meeting of City and County Superintendents and the N. E. A. attending the annual meeting of the Elks.

Mrs. Swasey, the well known and successful instructor in public school music, has returned from Columbia University where she spent a year in study to take up her work again in California. She has charge of the music in the Summer Session of the University of California.

* * *

Roger Sprague, a graduate of the University of California, who has written the excellent book, "From Western China to the Golden Gate," expects to locate in California. He is now at Berkeley, Cal.

* * *

President Benjamin Ide Wheeler, after the N. E. A., took refuge in the "Pathless Woods" of the high Sierra, and congratulated himself on being away from telephone, telegraph and U. S. mail.

* * *

Secretary Geo. L. Sackett of the State Text-Book Committe has resigned, to take effect August 1st. He has accepted a position in the Oakland School Department. Mr. Sackett was one of the most efficient Superintendent of Schools that the election system produced, and he achieved a splendid reputation for progressive supervision. His work on the text-book committee added nothing of value to his educational career. The secretaryship of the text-book committee is a poor clerical job unless the holder of it is an expert of sufficient ability to dominate and control by the force of his expert knowledge and judgment of the text-book problems of California.

* * *

A. M. Armstrong, formerly of the San Francisco School Department, has been elected City Superintendent of the School of Vallejo. The City of Vallejo has a new charter, and the provisions governing the schools gives the City Superintendent special powers.

* * *

The State Text-Book Committee met July 21st in San Francisco and elected B. S. Lobdell as secretary. Mr. Lobdell is an expert on text books, and will be able to look after the manufacturing end of the text books as well as the adoption of texts. He was authorized to compile a manuscript on a speller, and to secure data from Eastern publishers in reference to the manufacture of text books.

* * *

The National League for Medical Freedom is a lively organization numbering many thousands of members and having for its object the preservation of the people's right to choose their own method of healing—a right which they believe would be seriously jeopardized by the proposed extension of the powers of Federal and State Boards of Health, whose officers are known to be of the allopathic school. The league is not fighting sanitary or quarantine measures and is heartily in sympathy with the pure food and drugs act. Persons of all shades of medical belief have united under its banner to oppose "the establishment of a system of State medicine," which they claim would be as un-American as a system of State religion. In reality the movement represents the modern trend away from the old-fashioned theory of drug and knife as the only therapeutic agents, a fact which finds substantiation in the circumstance that the major part of the league's support comes from disciples of the various schools of mental healing.

* * *

BOOK NEWS

"Text Book on Domestic Art," by Carrie Crane Ingalls, teacher of Domestic Art in Cogswell Polytechnical College, San Francisco. Miss Ingalls is a practical teacher and has worked out in her teaching a complete system of domestic art. The work begins with rules for sewing. Part 2, for drafted garments. Part 3, of embroidery. The treatment is so direct and simply that it is very easy for a teacher or pupil to follow the direction and to accomplish the work outlined in the volume. The book undoubtedly will be of excellent service to teachers and pupils in domestic art. Price $1.50; by mail $1.65. Cunningham, Curtiss & Welch, distributers, 565 Market street, San Francisco.

* * *

"American Schoolhouses," by Fletcher B. Dresslar. Bulletin No. 5 of the U. S. Bureau of Education. This is one of the most complete and valuable contributions yet made by the Department of Education. If you contemplate building a schoolhouse, you should make a careful study of this bulletin. Dr. Dresslar is well known in California and this bulletin adds greatly to his reputation as a careful student; a man of wide experience and a scholar who is able to look at the practical side of things and to give results.

* * *

"Baldwin and Bender's Readers," American Book Co., publishers, in eight volumes. This is a new series of readers. All the well proved methods that have commended themselves to teachers are embodied in these readers. The First Reader has many special features of great value. Some of the most noted are as follows: The systematic use in the same lesson of words of similar construction; the opportunities for word building and word grouping; the accence of extraneous matter likely to confuse the learner and detract from his interest; the strong phonetic content; the introduction of phonetic elements in their natural order of acquisition; the grouping or indentation of sentences to indicate change of subjects or of speakers; the literary quality of the stories; the opportunities for acting or dramatization; the bits of verse introducing new words; the utilization of nursery rhymes; the attention given to learning the letters of the alphabet in their order; the verses to be memorized, grouped where they will not break in upon the reading exercises, and yet made available for every occasion; and the supplementary notes, with suggestions for extending the exercises in phonetics and in word building. The entire series were prepared with the special purpose of reading for expression. The selections for the readers of the upper grades are strong, virile and attractive. Prof. James Baldwin and Ida C. Bender has done most excellent work in this series of Readers.

* * *

"American History for Grammar Schools," in three parts: From the Old World to the New; The Birth of the Nation; The Nation's Life and Progress," by Marguerite Stockman Dickson. Published by the Macmillan Company, and has many attractive features. The illustrations are beautiful. Price $1.00.

* * *

Houghton, Mifflin Company has published a book entitled "North America," a supplementary geography, by James Franklin Chamberlain, of the State Normal School, Los Angeles, California. It gives a lot of new, up-to-date material. It is so new and so fascinating that a pupil will study and read it with much interest and will add a very valuable fund of information to the storehouse of knowledge. The book is well written and beautifully illustrated, and we ought to be proud to have writers like the Chamberlains in

California, and it is to be hoped that the State Board of Education will extend to them an invitation to prepare such a text for use in this State, and pay them a good royalty for doing it.

* * *

Houghton, Mifflin Company has published a First Reader, by James H. Van Sickle and Wilhelmina Seegmiller. This Reader is arrange in story groups. The stories are selections from Stevenson, Rossetti, Tennyson and Riley. The illustrations are of unusual excellents and the book is very attractive.

SUFFRAGE DURING N. E. A. WEEK

On Friday morning, July seventh, a yellow standard suddenly appeared before the door of room 2028 in the Palace Hotel, San Francisco. Exactly two minutes later a couple of teachers, coming down the hall from opposite directions, stopped before it, read, then tentatively entered. The yellow standard bore the words:

Headquarters of the College Equal Suffrage League, N. E. A.
Welcome.

and the two girlish teachers were the first of the long stream of visitors—composed of those who did believe in woman suffrage, those who didn't, and those who might if they were convinced—that flowed into and out from room 2028 during N. E. A. week.

One of the things we learned early in the week was to classify our guests under two great heads, "Those Who Had" and "Those Who Hadn't." The men and women who had come from the five equal franchise States, Wyoming, Colorado, Idaho and Washington, walked in with a matter of fact air of having been through all this before. They greeted us heartily and bade us God speed at parting—but, nevertheless, a sensitive California ear might detect a slight hint of patronage in their tone. They said, "So you are making your now. Of course, in my State the women have been voting for a good many years," with a little of that air with which an old ocean voyageur says, "So you're crossing for the first time. This is my twenty-eighth trip." One middle-aged man to whom I offered a sheaf of our literature and asked to at least consider the question of woman suffrage with an open mind, answered me neither yea or nay for a few moments. Then he turned to the two women who accompanied him and said:

"This is my wife—and my mother. They have been voting for the last ten years." He was from Colorado.

One of the most interesting features of the week was—not five o'clock tea—but four o'clock talk. Every afternoon we held these talks in the Ladies' Parlor of the Palace, which was a few doors from our headquarters. Among those who addressed us there on suffrage was Margaret Haley of Chicago, Mrs. Ellen Spencer Mussey of Washington, D. C., Mrs. Wixon, State Superintendent of Schools of Colorado, Mr. Edwin Burwick of Pacific Grove, California, Miss Adella Parker of Seattle, Washington, Mrs. Treadwell of Illinois,—names which stand for that which is best in educational and public life. The women of the equal suffrage States told us of the campaigns they had fought, of the methods they had followed. The women from States which, like California, had not yet enfranchised its women, told us of the work they were doing to bring about suffrage. After the speaking every one asked and—every one who could—answered questions.

But, interesting as was the definite information given us by each of the women who spoke, it was, after all, her personality which was of paramount interest. One realized that here were women aware of their dignity as human being, of their worth as teachers, and as such, of their high responsibility as moulders of the future. And one realized, above all, that these women of a transitional generation, by strength of spirit alone, were breaking, slowly, laboriously, but indefatigably, pathways through forests of prejudice and superstitution, that the generations of women which followed them might walk broad and level ways into the future. I can still hear their earnest and sincere voices as they gave their messages of hope and encouragement, I can still see the eager and intent faces of those who listened, and like the careless tones of the great world outside, I can still catch the light and merry strains of music that floated up from the Palm Court below.

Sometimes a party of women, or a man or and woman, who had been on the balcony listening to the music would have to pass through the room in which the speaking was going on in order to reach the hall. I have watched such women start to make their way through the close set chairs with a smile on their lips—a smile slightly condescending, slightly patronizing, slightly superior—the smile of the woman who regards all that has not been sanctioned by the custom of ages as ridiculous. Time after time, I have seen such a woman stop involuntarily as some word from the speaker's lips reechoed suddenly in her heart. The smile would fade from her face and she would make her way more slowly through the chairs, listening as she went. To such a woman, whatever her future attitude might be, this cause could never be again an utterly inexistent thing. She had gained some dim realization of the scope of a movement, which is world-wide, for the enfranchisement of a people. Something in her had responded, however weakly, to the knowledge that she was a woman, that the cause of womanhood was her cause, and her deepest interests inseparable from it. She would never be able again to quite smile that first smile of utter alienation.

One of the most charming memories of the week is that if the spirit of comradie which existed between the women who worked at our headquarters and the women who visited it. We were probably the most democratic assemblage of women that San Francisco has ever gathered. Young and old, distinguished and unknown women, talked as equals about the thing which was big enough to interest them all. It was a wonderful discovery to the girl who taught in Klamath County to find that the problems which she had been slowly working out for herself in a little lumber camp at the foot of Shasta, the girl from San Diego County had also been working out on her after-school walks past orange groves and olive orchards. And it was a pleasure and a privilege for them both to talk over their problems with some older women, who in a large city, had been on the firing line in many a campaign. Our headquarters thus became not only a recruiting station for new material, but a clearing house for ideas on the woman question.

In closing this brief article, I wish only to ask that the army of women teachers—that vast army of peace—may bear into eevry city, town and village of California a true knowledge of, and a living enthusiasm for this, our cause,—the enfranchisement of woman,—the thing for which not only the women of California, but the women of all the civilized countries of the world, are working. My wish and earnest hope is, that the great body of women teachers of the State may be like a broad and many-branched river, flowing quietly, but making fertile all the country through which it passes.

Stella Wynne Herron,
Chairman, Reception Committee N. E. A. Week,
College Equal Suffrage League.

The College Equal Suffrage League extends a standing invitation to the teachers of California to visit its headquarters, 350 Post St., San Francisco.

SCHOOL NEWS FOR TEHAMA COUNTY

Tehama County: 99 received diplomas of graduation from the grammar schools this summer. 63 of these were granted such without examination, under a rule made last year, the remainder received the diploma upon passing the required examination. The board of education consider the experiment a success and upon motion of J. D. Sweeney it will be extended this next year. All schools in one of the two high school districts wherein the teacher has served two years will be under the same rule as now, and when the teacher, or principal with the high school principal and the county superintendent present written recommendations for any pupil in the eighth grade such will be given a diploma without examination. In all other schools in or out of a high school district will send a monthly report to the board of the work done by the eighth grade, the board will submit from time to time work to be done by the grade, and upon this showing with the written recommendation of the teacher and of the county superintendent diplomas will be given as above.

Miss Laura Bransford, the teacher of English in the Red Bluff High School last year, was married in June to Mr. A. L. Clark, of Berkeley. Mrs. Clark is a graduate of the same school, and also of U. C. She will be succeeded by Miss Nellie Godbolt, who is also a graduate of both schools. She taught in the Nevada University last year.

Miss Hazel Keeran, a grade teacher in the Red Bluff grammar school, was married at the close of the term to A. H. Fickert, one of Red Bluff's young business men. Miss Minnie Bofinger will take her place in the school.

Practically all the faculty of both Red Bluff schools has been retained, except as above noted. Mr. Earl Beatty refused to accept his position, as he will take a course in U. C.

Mrs. Jeannette Fish-Mason has resigned her place as Commercial teacher in Corning High School.

Mrs. Frank Muller, for several years the primary teacher in Tehama, will take a school in Siskiyou County this coming year. Mrs. Muller is one of the best teachers the county has had, and we can ill spare her.

Miss Bertha Carlson goes to Lake school, in Glenn County. She has had the Happy Valley school for the past two years.

At the recent meeting of the Board of Supervisors, J. D. Sweeney was reappointed on the board of education, as the high school member, and Miss Gabrielle Flanagan of Corning was appointed, vice Miss Mamie B. Lange. Miss Lange has served on the board for several years, and is principal of the Antelope school, across the river from Red Bluff.

With the development of the Los Molinos section a large school population is coming to that part of the county. Where six years ago, scarcely a school child could have been found there are now two large flourishing districts, with every indication that it will not be long before graded schools will become a necessity.

Wisdom is only knowing what is best to do next. Virtue is doing it.—David Starr Jordan.

THE CURSE OF EDUCATION AS IT IS LAID ON AMERICAN YOUTH

By way of preface to an indictment of the entire school and college training of the land, Doctor Boris Sidis, one of the most renowned of living psychologists, observes that the education of a child should begin between the second and third years. It is then that the child begins to form his interests. It is at that period that we must seize the opportunity to guide the formative energies of childhood in right channels. To delay is a mistake, a wrong to the child. It is the idlest nonsense, writes Doctor Sidis, to be afraid of forcing the child's mind. We can not strain the brain prematurely. If we fail to direct the energies in the right direction, the child will waste them in the wrong direction. For the same amount of mental energy used in those silly games which we think specially adapted to the childish mind can be directed with lasting benefit to the development of interest in intellectual activity and love of knowledge. The child will learn to play at "the game of knowledge acquisition" with the same ease now revealed in its nursery games and physical exercises.

"What is more of a truism than the axioms of geometry and mechanics—that the whole is greater than the part, that things which are equal to the same thing are equal to one another, or that a body remains in the same state unless an external force changes it? And yet the whole of Mathematics and Mechanics is built on those simple axioms.

"The elements of science are just such obvious platitudes. What is needed is to use them as efficient tools and by their means draw the consequent effects. The same holds true in the science of education. The axiom or the law of early training is not new, it is well known, but it is unfortunately too often neglected and forgotten, and its significance is almost completely lost.

"It is certainly surprising how this law of early training is so disregarded, so totally ignored in the education of the child. Not only do we neglect to lay the necessary solid basis in the early life of the child, a solid basis ready for the future structure, we do not even take care to clear the ground. In fact, we even make the child's soul a dunghill, full of vermin, of superstitions, fears and prejudices,—a hideous heap saturated with the spirit of credulity.

"We regard the child's mind as a tabula rasa, a vacant lot, and empty on it all our rubbish and refuse. We labor under the delusion that stories and fairy tales, myths and deceptions about life and man are good for the child's mind. Is it a wonder that on such a foundation men can only put up shacks and shanties? We forget the simple fact that what is harmful for the adult is still more harmful to the child. Surely what is poisonous to the grown-up mind cannot be useful food to the young. If credulity in old wives' tales, lack of individuality, sheepish submissiveness, barrack-discipline, unquestioned and uncritical belief in authority, meaningless imitation of jingles and gibberish, memorization of Mother Goose wisdom, repetition of incomprehensible prayers and articles of creed, unintelligent aping of good manners, silly games, prejudices and superstitions and fears of the supernormal and supernatural are censured in adults, why should we approve of their cultivation in the young?"

We press our children into the triumphant march of our industrial Juggernaut, says Dr. Sidis. Over 1,700,000 children under 15 years of age toil in fields, factories, mines and workshops. The slums and the factory cripple the energies of our young generation. The slaughter of the innocents and the sacrifice of our children to the insatiable Moloch of industry exclude us from the rank of civilized society and place us on the level of barbaric nations.

Our educators are narrow-minded pedants. They are occupied with the dry bones of textbooks, the sawdust of pedagogics and the would-be scientific experiments of educational psychology; they are ignorant of the real vital problems of human interests, a knowledge of which goes to make the truly educated man.

"It is certainly unfortunate that the favored type of superintendent of our public education should be such a hopeless philistine, possessed of all the conceit of the mediocre business man. Routine is his ideal. Originality and genuis are spurned and suppressed. Our school-superintendent with his well-organized training-shop is proud of the fact that there is no place for genius in our schools.

"Unfortunate and degraded is the nation that has handed over its childhood and youth to guidance and control by hide-bound mediocrity. Our school-managers are respected by the laity as great educators and are looked up to by the teachers as able business men. Their merit is routine, discipline and hiring of cheap teaching-employees. . . They stifle talent, they stupefy the intellect, they paralyze the will, they suppress genius, they benumb the faculties of our children. The educator, with his pseudo-scientific, pseudo-psychological pseudogogics, can only bring up a set of philistines with firm, set habits,—marionettes,—dolls.

"Business is put above learning, administration above education, discipline and order above cultivation of genius and talent. Our schools and colleges are controlled by business men. The school-boards, the boards of trustees of almost every school and college in the country consist mainly of manufacturers, store-keepers, tradesmen, bulls and bears of Wall Street and the market-place. What wonder that they bring with them the ideals and methods of the factory, the store, the bank and the saloon."

From time to time the "educational" methods of our philistine teachers are brought to light. A girl is forced by a schoolma'am of one of our large cities to stay in a corner for hours, because she unintentionally transgressed against the barrack-discipline of the school regulations. Then the parents became afraid of the girl's health and naturally took her out of school, the little girl was dragged before the court by the truant officer. Fortunately "the judge turned to the truant officer and asked him how the girl could be a truant, if she had been suspended. He didn't believe in breaking children's wills." In another city a pupil of genius was excluded from school because "he did not fall in with the system" laid out by the "very able business-superintendent."

"Our schools brand their pupils by a system of marks, while our foremost colleges measure the knowledge and education of their students by the number of 'points' passed. The student may pass either in Logic or Blacksmithing. It does not matter which, provided he makes up a certain number of 'points!'

"College-committees refuse admission to young students of genius, because 'it is against the policy and principles of the university.' College-professors expel promising students from the lecture-room for 'the good of the class as a whole,' because the students 'happen to handle their hats in the middle of a lecture.' This, you see, interferes with class discipline. Fiat justitia, pereat mundas Let genius perish, provided the system lives. Why not suppress all genius, as a disturbing element, for 'the good of the classes,' for the weal of the commonwealth? Education of man and cultivation of genius, indeed! This is not school policy.

"We school and drill our children and youth in schoolma'am mannerism, schoolmaster mind-ankylosis, school superintendent stiff-joint ceremonialism, factory regulations and office discipline. We give our students and pupils artisan inspiration and business spirituality. Originality is suppressed. Individuality is crushed. Mediocrity is at a premium. That is why our country has such clever business men, such cunning artisans, such resourceful politicians, such adroit leaders of new cults, but no scientists, no artists, no philosophers, no statesmen, no genuine talent, and no true genius."

The red tape of officialdom, like a poisonous weed, grows luxuriantly in our schools and and chokes the life of our young generation. Instead of growing into a people of great independent thinkers, the nation is in danger of fast becoming a crowd of well-drilled, well-disciplined, commonplace individuals, with strong philistine habits and notions of hopeless mediocrity.

In leveling education to mediocrity we imagine that we uphold the democratic spirit of our institutions. Our American sensibilities are shocked when the president of one of our leading colleges dares to recommend to his college that it should cease catering to the average student.

"Awaken in early childhood the critical spirit of man; awaken, early in the child's life, love of knowledge, love of truth, of art and literature for their own sake, and you arouse man's genius. We have average mediocre students, because we have mediocre teachers, department-store superintendents, clerkly principals and deans with bookkeepers' souls, because our schools and colleges deliberately aim at mediocrity.

"Ribot in describing the degenerated Byzantine Greeks tells us that their leaders were mediocrities and their great men commonplace personalities. Is the American nation drifting in the same direction? It was the system of cultivation of independent thought that awakened the Greek mind to its highest achievement in arts, science and philosophy; it was the deadly Byzantine bureaucratic red tape with its cut-and-dried theological discipline that dried up the sources of Greek genius. We are in danger of building up a Byzantine empire with large institutions and big corporations, but with small minds and dwarfed individualities. Like the Byzantines we begin to value administration above individuality and official, red-tape ceremonialism above originality.

"We wish even to turn our schools into practical work-shops. We shall in time become a nation of well-trained clerks and clever artisans. The time is at hand when we shall be justified in writing over the gates of our school-shops 'mediocrity made here!'"

To make matters worse, the country is filled with a smug self-satisfaction on the subject. The Americans think they are educated.—Current Literature.

Dr. E. C. Moore, of Yale, is spending his vacation at Berkeley, Cal. He was offered $5,000 per year to acept the City Superintendency of Pasadena schools. He could not consider the offer. Superintendent Rhodes, of New Hampshire, has been elected, vice A. L. Hamilton, resigned.

James Ferguson, of the Polytechnic High School, San Francisco, has been elected chairman of the Commonwealth Club for the next three months.

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To reach Mills College direct from San Francisco via Key Route boat. From boat take Oakland train, change at Poplar Junction for Twelfth and Broadway, there to car marked "Mills College."

Changes in Various Positions in California

Miss Florence Brown, of Reno, Nevada, has accepted a position in the Azusa High School.

Miss Matilda Wendall will be in charge of the Latin and English work in the Big Pine High School next year.

Mr. Geo. Nunn, of Montana, has been appointed to a position in the Chico High School.

Mr. Edgar Price, Vice Principal of the Chino High School, has been elected Principal.

Mr. J. Best Eby, of the College City High School, has accepted the Science work in the Vacaville High School.

Mrs. Georgia Scott, Fillmore, Cal., will teach next year in the Compton High School.

Mr. J. B. Nichols has been elected Principal of the Compton High School.

Mr. Frederick Wharff, Principal of the Weaverville High School, resigned to accept the Principalship of the Danville High School, vice Mr. T. A. Cutting.

The Principalship of the Weaverville High School has been filled by the selection of Mr. Ralph Everett.

Miss Ola Putnam has been elected teacher of Music and Drawing in the Eureka High School.

Mr. N. B. Van Matre will have charge of the Commercial work in the Eureka High School.

Mr. Hugh Owen is the new Principal of the Exeter High School, vice Mr. S. S. Ray who goes to Ferndale as Principal.

Mr. Irvin Passmore, ex-Principal of the Petaluma High School, has accepted the Principalship of the Fairfield High School.

Mr. John Gwartney of Mt. View, will have charge of the Orosi, Tulare County, Schools next year.

Miss Iva Clary has accepted a position in the Fillmore High School.

Mr. Kelly will teach Mathematics in the Fresno High School.

Miss Anna Cresalia has accepted a position as teacher of English in the Grass Valley High School.

Mr. W. E. Bolles will have charge of the departments of Mathematics and Spanish in the Hanford High School during the next school year.

Mr. Frederick Johnson, Principal of the Boulder Creek High School, resigned to accept the Principalship of the Hayward High School.

Frank J. Brown, of the San Francisco School Department, has accepted the Principalship of the Boulder Creek High School.

Mr. Chas. McDonald, of Berkeley, has accepted a position as teacher of Manual Training in the Hollister school department.

The Commercial department of the Hollister High School will be in charge of R. C. Tilford.

Mr. Merton Hughes has been elected teacher of Manual Training in the Sonora High School, vice Mr. Brode who goes to the Manual Training department of the Monrovia Schools.

Mr. M. R. Kerr, of Colorado, has accepted the Principalship of the Inglewood High School, vice Mr. J. M. Griffith.

Miss Olive Hampshire, of the Lincoln High School, resigned to accept a position in the Yreka High School.

Miss Lillian Williams, Mr. E. P. Terry and Miss Graham have accepted positions in the Lompoc High School.

Mr. J. C. Epperson has accepted the Principalship of the Loyalton High School.

Allan P. Brown has accepted the Principalship of the new High School at Fall River Mills, Shasta County.

A. W. Armitage, of the Visalia High School, has accepted a position in St. Matthew's School, Burlingame.

Mr. D. O. Brillhart, of Visalia, has accepted the Principalship of the Martinez High School, vice Mr. E. W. Stoddard.

George Albee has accepted a position as Principal of the Paso Robles High School, vice Mr. E. A. Powers, who will have charge of the English work in the Chico State Normal.

Mr. Walter O. Smith, head of the Science department of the Mission High School, San Francisco, California, resigned to accept the Principalship of the Petaluma High School. The head of the Science department in the Mission High School has been filled by the selection of Mr. Arthur G. Van Gorder, who was on leave.

Mr. H. C. Smith has accepted a position as Principal of the Pt. Arena High School.

Mr. W. H. Watkins has accepted the Principalship of the Ramona High School.

Mr. G. W. Hollfman, of Ohio, has accepted the Principalship of the Reedley High School, vice Mr. Geo. Harkleroad who has been elected in Ukiah.

Mr. Andrew Wolfenden has accepted the Commercial work in the Salinas High School.

Mr. L. J. White has accepted the Principalship of the San Jacinto High School, vice Mr. Francis K. Jones who goes to the Principalship of the Santa Paula High School.

Mr. Hubert Fisher, of Visalia, will have charge of the Manual Training work in the San Mateo High School.

Mr. W. T. Walton, of Washington, has been elected City Superintendent of Schools at Tulare.

T. J. Penfield has accepted the Principalship of the Turlock High School.

Miss E. May Davis and Mr. Harry Luttenton have been added to the staff of the Williams High School.

Mr. Armstrong, of San Francisco, has accepted the City Superintendency of the Vallejo Schools.

Miss Katherine Hazeltine has accepted a position in the Ventura High School to teach Domestic Science.

Mr. M. H. Rowell has accepted the Principalship of the Visalia High School.

Mr. M. E. Kaylor has accepted the Principalship of the Wheatland High School.

Miss Louise Mayne, Vice Principal of the Winters High School, has been elected Principal of the same school.

Mr. A. Taylor has accepted a position as teacher of Agriculture in the Yreka High School.

C. R. Small, of the Los Angeles State Normal, has been elected City Superintendent of Schools at San Luis Obispo.

Mr. Robt. Mantz has accepted the Principalship of the Redwood City Grammar School, vice Mr. Geo. McDaniels, resigned to accept a position in the Los Angeles City Schools.

Mr. Potts, of the Redding High School, has accepted a position in the California School of Mechanical Arts, San Francisco, Cal.

Miss Elizabeth Ogier, a graduate of Pratt, has been elected teacher of Drawing in the San Mateo High School, vice Miss M. Elizabeth Diggles.

Mr. Alfred Wepfer has accepted a position in the Princeton High School.

Mr. Chas. Geer has accepted a position in the Coalinga High School.

Miss Helena Christiansen has been elected teacher of Drawing and History in the Fortuna High School.

Miss Eva Torr has accepted a position in the Mendocino High School.

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THE TEACHING OF POETRY IN THE PUBLIC SCHOOLS

By Lee Emerson Bassett, Stanford University

Part I.

Some six or seven years ago it was a part of my duty as an instructor at Stanford to assist in giving oral examinations in English to students applying for admission to the university. As I recall these tests I am frank to say that seldom did students manifest any marked interest in poetry of any kind. A neutral attitude of mind, or even a marked prejudice against it, were more often evident. These oral examinations are no longer given, and a student's understanding and appreciation of poetry is not now so readily learned, for no written test is an adequate substitute for the oral in estimating these things. But judging from the indifference of freshmen in the university to poetry and good literature in general, it is obvious that conditions in this respect have not changed. The teacher of poetry to freshmen classes, instead of meeting students prepared and anticipating high pleasure in the study, finds them unconcerned, cold, unresponsive to the appeal of verse. If the possibilities of his work are to be in any degree realized, he must prepare the ground for the sowing, a work which he may rightfully expect to be at least begun in earlier school years.

The apathy of students toward the study of poetry is not peculiar to our western life. It is true the country over. It is a generally admitted and deplored fact that the mass of high school and university students care little for the best literature and that it has a meager place in their thought. Notwithstanding the time given to the study of literature in secondary schools and the degrees granted in English from our universities, little progress seems to have been made toward the realization of Arnold's vision of the immense future of poetry. But because time is money and we Americans are chiefly concerned about converting time into cash, because home is too often, not a place of retirement and peace and culture, but of meals and lodging, because we have little leisure for thoughtful, reflective enjoyments, poetry must "make good" as a thing of practical usefulness, if a place is to be claimed for it in our curricula. A student recently asked an instructor who was offering a course in poetry in one of our universities about the practical value of the work. "What I want to know," he said, "is whether this course will help me to sell automobiles." If it could be proved to undergraduates that a knowledge of poetry is essential to success in business or professional life, no doubt there would be little cause to deplore a lack of interest in so important a study. Once put poetry on a sound business basis and the verdict of S. R. Sim's farmer would find few supporters.

"Poetry! I'd burn it, I would sir! Its that
what makes young fellows drink,
And a-leave off a-partin' their hair straight and
a-washin' their selves at the sink.
Will visions put clo's on his limbs?
Will Byron or Tennyson feed him, or old Mr.—
What's his name's hymns?
There ain't no poetry in green stuff, in taturs
and inguns and peas,
And a-workin' from morn till its midnight to earn
just yer beer, bread and cheese."

The pressure of the utilitarian predisposition of our time is heavy upon the public schools. It must be admitted that education, to justify itself in our democracy, should fit young men and women for success in life, fit them to do their work better and be paid better than would be the case without it. But we must not stop there. Unless our schools stand for something more than this, the large purposes and possibilities of our educational system are not to be realized. Coupled with the training of mind and hand for the work of the world must go a training that shall enrich the lives of the workers. It is as important that the higher faculties of the student's nature be educated as that he receive the intellectual and technical instruction that shall render him more efficient in the professions and industries. Charity and wonder and hope and reverence and delight in goodness and beauty may not command a high price on the market, but they are priceless possessions. In them is abundant life and from them springs the supreme joy of living.

(Part II in next issue.)

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The authors of this Reader are Charles W. Mickens, Superintendent of Schools, Adrian, Michigan, and Louise Robinson, Louisa M. Alcott School, Boston.

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Personalities

J. W. Ritchie, of Williams and Mary College, Va., the author of the Primer and Hygiene, told a good story on his friend, A. B. Coffey, professor of education in the State University of Louisiana and editor of the "Review." He said: "Professor Coffey and a friend were traveling in a parish in Louisiana and night coming on they were compelled to stop at a settler's home. The people explained that they were welcome, but only had one bed, but after putting the eight children to sleep they could have the bed. Coffey was interested. The old people put two children in bed. When they were asleep they quietly laid them on the floor and put two more in bed. They did this until the eight children were asleep on the floor. Then Coffey and his friend took the bed. In the morning when they woke up they were on the floor beside the children and the old couple were sleeping in the bed."

The absentees at the N. E. A. were Nicholas Murray Butler, nicknamed by the Chicago insurgents as Nicholas Miraculous Butler, Chas. W. Eliott, N. C. Schaeffer, Elmer E. Brown and a host of others of the old guard.

Chas. H. Keyes, president of the National Council of the N. E. A., executive secretary of the Committee of Safety of New York, is an old Californian. As City Superintendent of Riverside, as president of Throop Polytechnic Institute, and as a lecturer, he was well known to all California school masters. He is a man of commanding presence, and has always been a favorite with the "regulars" in the progress of the N. E. A.

H. B. Brown of the Board of Trustees of the N. E. A., has had a wonderful career. He and Mr. O. P. Kinsey have built up an institution by private tuition at Valpariaso, Indiana, that has probably done more good work with the raw material that has come to it than any other educational institution in America. They employ 191 instructors, have 25 different departments and have thousands of students. They partially own the town of Valpariaso, and keep down expenses of living so that students can secure room and board for $1.70 per week, and have all the necessities of life, with the comfort of good air, good books, good morals and good instruction

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A meeting of the History Section of the California Teachers' Association was held at the University of California, in connection with the Summer Session, at 9:45 a. m., July 5, in the Faculty Room, California Hall. The general subject was "The Teaching of Peace." The first paper was by Pres. David Starr Jordan, on "War—the Other Side." The second speaker was Dr. S. D. Mitchell, president of the University of South Carolina, on the "Present Status of the Peace Movement."

No true manhood can be trained by a merely intellectual process. You cannot train men by the intellect alone; you must train them by the heart, and this shows the fundamental mistake which is being made by some modern teachers. You can never train a church out of the head; you may have a church so-called and you may open halls and bring to them the most scientific men in Europe, and you may lecture on all scientific topics, yet you can never make a church out of the head. You must take hold of manhood by the heart if you would train it into strength and dignity and usefulness.—Joseph Parker.

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Calendar.—Thirty-Ninth Year will open Sept. 19, 1911; Second Term, Dec. 12, 1911; Third Term, March 5, 1912; Fourth Term, May 28, 1912. Mid-Spring Term, April 2, 1912; Mid-Summer Term, June 25.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XVI San Francisco, August, 1911 No. 8

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Straws Show Which Way the Wind Blows

Here is what seems to me a very significant article from Collier's Weekly. It is enjoyable as a literary production, for its satire and irony; and since it bears upon our own profession from an unusual angle it is worth our reading.

It seems to me deserving our careful and thoughtful interest as showing in a way what is getting into the minds of the people of this nation in regard to their schools. From this, if I guess aright, we may pretty well figure out what the ordinary intelligent citizen now thinks about our work as we now carry it on.

Collier's Weekly has not the large circulation or the general popularity of some periodicals. It does not directly touch the minds of so many people. But it does touch the minds peculiarly of the people who touch other people's minds. That is, it has a wide and deep influence on the minds of the editors of the United States. Directly and indirectly then, it has an audience of many millions.

For this reason I think it will be well for we schoolmasters to study curiously this article that may in time have a serious bearing upon our jobs.

An Up-to-Date School

The school in our town is up to date, as befitting a modern town with concrete walks, electric lights, speed limits, and a municipal debt. Being modern, the school is thoroughly graded, from pinafores to peg-tops, and attendance is compulsory. In the kindergarten the babies dramatize the lives of Eskimo and Indian, while in the high school the records of ancient Egypt, Greece, Rome, the Middle Ages, and the colonial period are ransacked to supply the rising generation with ideals of the higher life, and to prepare them for entrance to the State university and for Eastern colleges. The kindergarten prepares for the grade schools, the grade schools prepare for the high school, the high school for the colleges, and the colleges for the department stores, the political job, the Sugar Trust, and the Harriman railroads.

Thus the school in our town is not only modern, but broadly liberal and practical. It gives ample training in the humanities, especially in the dead ones; it prepares for a career in politics, business, or high finance; it serves, if not the best interests, certainly the biggest interests, of the community; and, incidentally, it furnishes a reliable means of paying the milliners' and dressmakers' bills of our young women between the ages of the first long frocks and a plain gold ring on the third finger.

Farming and Schooling

It will be seen that the school in our town is about as good as they make them. Yet there are some cranks in our town who are not satisfied with it. Most of our people are farmers, and there are some of these who have acquired the strange heresy that the school should in some manner better the conditions and further the interests of that industry. I met one of these cranks the other day—an old fellow of near seventy years, who was trying to plow a beet field with five horses and a gang plow. The team had got all tangled up making the turn at the end of the furrow, and the old man lacked the strength and the agility to extricate them. He was cussing—softly but fluently—new-fangled farm implements and notions, schools, school teachers, and school athletics, the Sugar Trust, the off leader, and the International Plow Company. He wanted to know if boys could not get as good exercise digging beets as playing football, and if he would be required to get up out of his grave and raise beets to pay the cost of training his boys in the business of oppressing the farmer and the laboring man. After I had helped him to straighten out the tangle, we sat on the fence and talked. He admitted that he had been mad, and, therefore, hasty and profane; but he would not take back what he had said about the schools. He could not get in his crops in the spring, nor get them harvested in the fall, because the boys had to be in school. No, the boys were not his sons, but his grandsons. Why did not their father support them? How could he? He was only a school teacher, and, therefore, could hardly support himself. Yes, there were granddaughters too. If I would go up to the house, Nancy would tell me about them. Half-way across the field, toward the house, I heard him calling to me: "Say, hold on a minute! Are you a school teacher? Yes? Then how in —— did you come to know what ailed that off leader?"

Nancy's Views

Up at the house I found his old wife, Nancy, who, though in the middle of a big washing, was calm enough for sane converse. Why don't the boys do the plowing after school hours? Why, bless your soul! they have to go straight to the campus for football practice. Girls help with the washing! Girls don't know anything about washing these days. And if they did, don't you know it would spoil their hands! Girls all want to be school teachers, or clerks, or something of that kind, so that they can wear nice dresses, and keep their hands soft and white. She didn't mind doing the washing, but there was the cooking for the family of six, the dishes to be washed, the clothes to mend, and the whole house to be looked after! And the girls were getting so particular about their school dresses! Yes, she supposed the girls would all go to the normal school and the boys to college. They all wanted to make themselves. She didn't care so much for herself, but was "worrited" about Jed. He wasn't able to do the work he used to do, and he got so "het up" sometimes; she was afraid it was not good for him. Besides, she didn't know whether they would be able to keep the children in school until they graduated. They didn't want to mortgage the farm. They had lived here ever since Jed quit freighting to California, and she didn't see how they could live anywhere else. But the boys had made up their minds they would not be clodhoppers all their lives, and the girls so hated housework! She didn't see that they would be so much better off shut up in a musty office in the city; but then she guessed that she was awfully old-fashioned anyhow.

School Versus Farm

We are proud of the school in our town. We support it loyally. Men mortgage their farms to pay their school taxes and to keep their children in school, meanwhile doubling up on the work that the boys and girls would be doing if they were not in school. Sometimes the boys and girls never return to the farm; sometimes the mortgage is foreclosed; but then they—or some of them—have their education; and if they can not run a plow or a harvester, cook a meal, or make a house dress, they can keep double entry, write shorthand, and pound a typewriter. They can probably get a steady job, and will be connected with the big interests, though they may not share the big profits. Though the position be menial and the work monotonous, though there be no chance for advancement unless somebody dies, though one live in a three-room flat and buy one's meals at a delicatessen shop, serving them on a board laid across the bath-tub, the pay envelope will come regularly.

The way to all these good things lies through the school in our town. It is the

great emancipator of the farm population. It will remove the rising generation of Americans to the city and the sure thing, leaving the tilling of the land to Chinese, Japanese, Portuguese, and other ignorant foreigners, who are not fit for anything better. So we are thankful for the school in our town. Without it, we and our children might have been mere farmers for generations to come. What a fate for an intelligent and progressive people!

Payson, Utah. Kicker?O.

A FLEA FOR THE STUDY OF HEBREW HISTORY

J. D. Sweeney, Red Bluff, Cal.

Having just taken a so-called Sunday School class, or rather classes, through the history of the kingdoms of Israel and Judah to the downfall of Zedekiah, the woeful ignorance on part of otherwise fairly intelligent regarding the tragic story of a people to whom we owe so much, has been brought home most forcibly. And when I speak of this lack, I include myself though I may be supposed to know a trifle more than those whom I have endeavored to instruct. It is not the intention at this time to enter into the poor pedagogy that exists in connection with the Sunday School, otherwise a most powerful educational force. Our young people are made acquainted with Greece and Rome, and this is well, too much emphasis cannot be placed upon the story of these people to whom we owe much. Each had its particular mission which having fulfilled they passed out of history.

But in all this we have lost sight of the greatest nation, so far as our modern civilization is concerned, and have left its rich story to the bad methods of the modern church. This is largely due perhaps to the idea that to teach about the Hebraic people is to encroach upon the realm of religion, and that is tabooed. While it is true that religion is the great message to be learned from this mighty people, it is also true that religion today is a far greater factor in our life than is law or art. So it appeals to the writer that there is room for more attention to this fallen nation, which after all has had a far greater message for the world than any other race that ever passed along the pages of history.

How little importance is placed upon this study even by the makers of our very best secondary texts is shown by the following number of pages devoted respectively to Hebrew, Greek and Roman history (authors not given for obvious reasons): 5, 57, 82; 7, 90, 112; 7, 138, 144; 5, 180, 232; 3 1-2, 140, 227.

The aim of history is to bring forth the truth pertaining to past times and through its study make character more stable. In all this no nation presents better examples than does the Hebrew. Long was the life of Greece—700 years— and of Rome—1000 years—but here is a little nation about the size of the Sacramento Valley that has 1500 years of history full of the clearest and best religious expression the world knows of, in fact a far greater message than that of Greece with her philosophy, her art, her culture; or of Rome with her law and order. Religion is the handmaid of history, the very back-ground, and the greatest world movements have been based upon religion, even the very greatest wars, so it follows that we have been making too much of the difference between sacred and profane history.

Again the message of this people is intensely human. The passions, the knowledge of sin and its consequences, the reality of human life is no where else better pictured than in the life and character of the Jewish people.

Our literature teems with this story, and cannot be read except in the light of the story of the Jews. Scarcely a poet or writer of any note from Shakespeare down but has drawn from this store house.

The world owes a great debt to Moses for an expression of law. No poet can excel the songs of David. The patriotism of Jeremiah and of Nehimiah is beyond comparison in any other story. The valor of these old warriors as Gideon, Joshua, Moses, and others stir the very blood.

Further, the very history of the nations we do emphasize all owe tribute to Israel, never was another people so tossed about, so shaken, as was this little nation. Egypt, Arabia, Syria, Babylon, Persia, Greece, even Rome, all came into contact with them, so to understand these people we must of need know how Palestine influenced them. Is the study of Greek and Roman classics needful in a carefully prepared course? More, then, a study of the beautiful epics, poems, and orations which run through the life story of this people.

We make no argument for the study of this nation because it produced such men as Peter, Paul, John, or the matchless Christ, though here is after all the greatest argument, just as Christianity is today the most potent force in all the world. But this we leave to the church. But we would that more attention were paid to the story we have tried here to outline. The very fact that this very people exist today, centuries after having lost their nationality, that they are still a mighty power in the world, is the miracle of history. No other people have so continued to live, and that the Hebrew people do so continue is a strong argument in favor of the authenticity of the whole wonderful story. Let us then give our young people more of the life of this matchless race to whom we owe far more than to either Greece or Rome.

LETTERS

Communications like the following not only please the editor's vanity, but make the work of editing seem worth while:

La Porte, Cal., Sapt. 2, '11.

Harr Wagner, San Francisco, Cal.

Dear Sir: Enclosed find $1.50 order for Western Journal of Education commencing with September number address La Porte School District. We can't get along without the Journal which is both instructive and entertaining to teachers and trustees. We wish you success and hope your Journal will become the official organ selected by the State Board. Yours sincerely,

C. S. Quigley,

Clerk La Porte School Dist., La Porte, Cal.

COURSE FOR MEN STUDENTS

The State Normal School is this year offering a course for men students, which shall fit them for positions as teachers and supervisors of Manual Arts.

There is opportunity for practice teaching, and for social service work, that will make the course most comprehensive. Special study will be given to the preparation of students for specific lines of work—the Intermediate School, the Rural High School, the Manual Arts, the Polytechnic High Schools and the Upper Grammar Grades—with special attention to the explanation and demonstration of elementary and primary work, for those who wish to qualify for positions as supervisors.

The history of the development of industrial training, its relation to the school curriculum; the study of methods of presentation of the several phases of Manual Training and all questions of organization will receive due proportion of consideration. The study of lumber, steel, iron, and other materials; the use and care of tools; the planning of equipments,. etc.—in short all the matters having a practical bearing on the work will be emphasized.

The mechanical work will include bench work, involving all the consistent operations with tools, as expressed in simple articles of use, and in furniture problems, where joinery and finish are most important. The making and use of working drawing, tracings, and blue prints will be combined throughout the course.

Wood turning with all the principles involved, and forging may be taken if desired. The school, this year, also offers a course in Applied Arts, and it will be possible for a student to elect some work in metal work—brass and copper, and silversmithing. Manual Arts students will also have the advantage of lectures on design, etc.

Mr. N. Dana Cook, A. B., Stanford University, (Engineering), instructor of the Manual Arts course, graduated from the Stanford Engineering Course, has had five years of practical experience in lines of mechanical work especially fitting him for the position he occupies. He has just returned from a visit in the East, where he saw all of the notable industrial schools and high schools, besides visiting many manufacturing plants for the purpose of studying industrial conditions.

Lectures on the history and development of the work will be given by Miss Mary H. Tracy, who is in charge of the other Manual Arts classes; lectures on design by Miss Morton, from the Boston Art Museum School, and practical talks on administration and other important matters by the president of the school.

There is no tuition. A registration fee of $1.00, and a fee of $10.00 for incidentals, payable semi-annually, will be required. Students will pay the actual cost of material used, since all problems will be individual. The school year opens August 21.

All correspondence should be directed to

MISS EDNAH A. RICH,
President.

STATE UNIVERSITY; IS IT BEING STARVED?

By A. B. Nye
Controller of the State of California

Is the State starving its University? President Benjamin Ide Wheeler gave out the idea that such is the fact in his speech to the students on opening day, and his statements and intimations have created a painful surprise. It has been generally supposed that the State has always supported the University with a fair degree of liberality and that the support has been increasing in amount from year to year up to the present time. It is also the general understanding that the last Legislature, in adopting a new plan of University support, as a consequence of the change in the tax system, made it as liberal as anything which had preceded it.

It is hard to understand why President Wheeler deems the "abolishment of the 3-cent tax" such a serious blow, in view of what has taken its place. The last Legislature, by way of providing regular support for the University, created an annual fund to be filled by transfers from the general fund. The amount to be transferred this year must be 7 per cent more than the University received last year from the 3-cent tax; next year's transfer must be 7 per cent more than this year, and so on up to and including the sixty-sixth fiscal year. In other words, in place of the 3-cent tax, which President Wheeler regrets so bitterly, the University of California is to have an income increasing 7 per cent every year and compounded.

In what way is this inferior as a means of support to the former plan of taxation? Year in and year out the State assessment roll, on which the 3-cent tax was based, would not increase more than 7 per cent, and, moreover, that increase was not compounded, as this one will be.

In the sixty-second fiscal year (1910-11), the last year of the 3-cent tax, the University received from that source $710,773.55, but this year it will receive from the substituted arrangement $760,527.70. The following figures show how this income will grow:

1910-11 (3-cent tax)	$719,773.55
1911-12 (under new law)	760,527.70
1912-13 (under new law)	813,764.64
1913-14 (under new law)	870,728.16
1914-15 (under new law)	931,679.13

This will be an increase of over $220,000, or 31 per cent, in four years' time. Could any State institution ask anything better than that? Has any other State institution an assurance for future support which in any way approaches what has been provided for the University?

The State University enjoyed the 3-cent tax only two years, for until 1909 the rate was not over 2 cents, and before that it was 1 cent. 1908-9, the last year of the 2-cent tax, the University received from that source but $399,607.14. To advance from that sum to $931,679.13, or 133 per cent, in six years, does not look like starvation.

It is hardly necessary to say that the State's contributions to the support of the University have not been confined to either the 3-cent tax or to the 7 per cent cumulative law. Each year the University receives an extra $100,000 under the law of 1901, besides an interest payment of $49,845. At the session of 1911 an appropriation of $62,000 was made to restore income lost through the San Francisco fire, besides which there were sixteen other special appropriations for the University, University Farm School and the various useful branches of work which they carry on. All told, the University's receipts from the State this year will be well above a million dollars.

Comparison with other States shows that California supports its University as well as any of them, and far better than most. This comparison is facilitated by a new volume of educational statistics, including universities, which has recently been issued by the Department of Education of the United States Government. The statistics are brought down to June 30, 1910, and the following figures show the revenues of the different great State universities and the sources of the same:

Univ'y of—	From State	Total
California	$1,060,125	$2,808,842
Illinois	1,216,500	1,639,792
Indiana	265,281	368,900
Iowa	425,420	579,093
Kansas	438,637	486,637
Michigan	910,200	1,448,000
Minnesota	1,065,731	1,455,424
Missouri	425,123	709,760
Nebraska	379,036	605,403
Wisconsin	1,223,604	1,744,854

Columbia and Yale were the only great endowed universities whose total receipts in 1909-10 were larger than those of the University of California. Harvard University, if the official statistics may be trusted, received by $2,015,711, against $2,808,842 received by California. Cornell had but $1,666,067 and Leland Stanford Jr., but $880,000.

The following table, showing number of students, number of instructors and value of buildings, will also be of interest. It shows that notwithstanding all that has said about lack of building appropriations, the University of California, between what the State gives it and what other generous givers bestow upon it, is doing about as well as other State universities:

Univerity of	Number of Students	Number of Professors and Instr't'rs	Value of Bldgs.
California	3,858	297	$2,583,764
Illinois	4,783	565	1,893,500
Indiana	2,328	179	564,900
Iowa	2,146	165	1,560,992
Kansas	2,111	139	1,100,000
Michigan	4,755	317	2,406,950
Minnesota	5,050	293	2,562,300
Missouri	2,362	162	2,220,000
Nebraska	3,062	261	948,500
Wisconsin	3,645	469	2,536,218

When it comes to endowment funds, California is far and away the richest of the State universities. It has $4,448,779, while Wisconsin has but $626,161; Minnesota, $1,448,799; Michigan, $309,000, and Illinois, $647,131.

It is to be presumed that every public-spirited person desires to see the University of California liberally supported, but, after all, the university is but one part of the State's educational machinery and but one of its many public charges. Few States have so many, and all must be taken care of. In order that the tax money may go around it must be spent with due regard for the absolute needs of each institution and each department of the public service.

AN ADULLAM'S CAVE

Supt. Edward Hyatt, in visiting the Legislature in 1907, wrote the following. It should be re-read. We therefore reprint it:

The other day I went over to the Legislature to hear the discussion on the bill adding manual training and domestic science to the studies authorized by law for the common schools.

Grove L. Johnson of Sacramento made a speech. He is an old man, with snowy beard, immaculate dress, gleaming diamond pins, exquisite button hole bouquet. He is a keen and skillful man, adroit and able in speech, and a long-time leader of the Assembly.

Said he: "Mr. Speaker, I want to call your attention to the absurd lengths to which our modern idea of education has gone. Instead of adding to our list of studies, we should chop the present list in two in the middle. It is become a veritable Adullam's cave. The minds and bodies of tender children cannot stand the strain we are putting upon them. The old school, that devoted itself to the three R's, was a much better education for children than anything that has been devised since, and it produced better results. These ornamental branches and fanciful additions that are added on so fast, they are going to ridiculous extremes. What is Domestic Science? No one in this chamber knows even what it is, unless it be Mr. Strobridge, the author of the bill, and Mr. Sackett, who has been a Superintendent for twelve years. For my part, I am only a poor old man, and I cannot understand these new things. But I plainly see this: that our education has become a pyramid standing on its apex. It will not endure, it cannot continue in that condition."

There was much more, of course, but this will give a notion of the point of view. Doubtless it seems crude, absurd, impossible, to every professional educator who reads it. Yet we schoolmasters must take notice that such sentiments are held by a great many people. Observe that it did not come from an unlettered yokel in a ditch, but from a polished leader of our law-making body during a public speech in legislative halls.

What is your answer, you who read these lines, what is your answer to Mr. Johnson? Can you completely and neatly reply, when some one in your own sphere of action makes some similar attack? Your time is coming one of these days, and you have had your warning. Sharpen your weapons against a time of need. What will you say?

THE TEACHING OF POETRY IN THE PUBLIC SCHOOLS

By Lee Emerson Bassett, Stanford University

Part II.

As education has been subjected to the exactions of a practical age attention has centered more and more upon fact and drill studies. Emphasis has been put upon mental discipline and acquisition of information to the neglect of the imagination and emotions, upon the normal development and control of which much of the richness of the individual life depends. Every study in the curriculum must justify itself on the prosaic basis of useful information and intellectual training, or education is done for. We are so concerned in the serious business of gaining the respect of a strenuous and matter of fact generation that we treat our pictures and poetry as though they were meant to give us the same sort of training we expect from geography and history and physics.

But the fact that poetry holds so slight a place in the thought of our students is not to be attributed wholly to the spirit of the time. So long as they have imagination and feeling and normal human interests, poetry cannot fail to attract and delight them when they are brought into vital contact with the spirit of it and when they learn that it is not artificial and untrue, but the natural and vivid revelation of life in its crises and most striking aspects. The trouble is that they seldom have an opportunity to find out what poetry really is. Either through lack of courage to stand strongly against the indifference of the time and to teach poetry as poetry and an art, as imagination and sentiment, or through failure to comprehend the function of poetry, or inability to impart its mood, many teachers fail to inspire their pupils with love for it. On the contrary, students have been known to acquire so strong a distaste for it that they have burned their textbooks after the work of the course was finished.

When Tennyson was told that his Enoch Arden was being taught in the class room he replied, "If they put me in the schools the children will learn to hate me." That was more than thirty years ago, but if Tennyson were living today might he not be provoked to the same criticism?

About the time that Enoch Arden was published the whole educational system was being revolutionized by the influence of scientific thought. Interest weakened in the classics and humanities as it gained sciences. Curiously enough, English literature, hitherto little thought of in school training, began to claim attention. Whether this came about as a result of failing interest in the classics or as an attempt to offset the chilling effect of science and its critical methods does not concern us here. Whatever gave it place, it was put to use along with strictly scientific subjects and was treated in a strictly scientific manner for the information and mental discipline it might afford. Pegasus was blind-folded and put in the educational treadmill, and he is still doing duty in the prosaic round of grinding out grists of facts.

I have before me a syllabus of an introductory course to poetry offered recently in one of our universities. At the outset three methods of studying poetry are proposed; namely, the historical, the biographical and the critical. These methods are defined as a study of "the progress of poetry, noting its relation to the time and place in which it was produced and the significance of its actual development; a consideration of the lives and personalities of the poets themselves and an interpretation of the poems studied in relation to these;" and "a study of poetry as a fine art with a consideration of the nature, methods, and varieties of poetry, the elements of poetic form and the elements of poetic criticism." Surely an interesting and valuable study so far as it goes, but it does not go far enough. The course is rightly called "introduction to poetry." It represents, though, the too prevalent and too limited methods of studying literature in our common schools and in the early college years. Students are introduced to poetry by being led around it and by hearing it talked about, but they have little chance to hear it speak for itself or to know it at first hand and intimately. One might consider poetry historically, biographically and critically until the crack of doom without knowing poetry, without being stirred by the high thought, the sentiment, the music of it, without, in the end, having experienced a single line. A study of the Vision of Sir Launfal might start with the fall of Adam. The musing lecturer might begin doubtfully and far away and build a bridge from Eden for his lay. This would give ample scope for all possible historical, biographical and critical considerations, but the student who could enjoy the poem after the vicissitudes of so long a journey would himself be as rare as a day in June.

Poetry has been "approached," discussed and critically inspected until we have almost lost sight of the fact that it is an art, a thing to be enjoyed. Perhaps no poem of Tennyson's is more widely known and loved than "Break, break, break," yet I doubt whether many who have felt the power of this lyric know that "it was made in a Lincolnshire lane at five o'clock in the morning between blossoming hedges." It gives one something of a surprise to learn this, but it is more to the point to know what the poet's thoughts and feelings were. The knowledge, interesting enough in itself, that Milton uses the words yellow three times and green thirty-two, while Shakespeare uses these twenty-seven and one hundred times respectively, is hardly a vital consideration, nor essential to the enjoyment of the poetry of either. Shakespeare and Milton used words for artistic, not numerical purposes. For purposes of scientific investigation of a psychological sort these facts may be useful, but they are not indispensable to an appreciation of their work. Yet it is with such accidental things that a good deal of the study of poetry has been concerned. It is not surprising that students do not know or enjoy poetry. Their attention is directed to other things and they are wearied before they get to it, if, perchance, they "arrive" at all.

Poetry is concerned with human experience. It is the expression of imagination, intuitions, moods, emotions. To suppose that the purpose of poetry is to state facts or to train the reasoning and logical faculties is to imagine a vain thing. Tennyson's juvenile poems "Nothing will die" and "All things will die" are contradictory and, as arguments, ineffective. He does not set out to prove by scientific investigation and demonstration the affirmative or negative of the problem om dissolution. What we do get in these verses is the feelings of the poet as he contemplates the world of change, of ever-renewed life, and of decay. The poems were not written to establish the obvious fact of the mutability of all we see and know but to reveal how the poet himself felt about these things. Their appeal is not primarily to the intellect but to the heart.

Poetry is unscientific in that it says more than it means, and means more than it says. Yet it is none the less true. The last line of Emerson's stanza.

"By the rude bridge that arched the flood,
Their flay to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world."

is not so accurate a statement as Hood's lines on the deaf old lady who purchased an ear trumpet

"And the very next day
She heard from her husband in Botany Bay,"

but it is better poetry. This line of Emerson's is not a challenge to one's credulity or to the imagination to attempt to conceive of the explosion of a gun with so loud a noise that the bang might be heard the second time in Concord in the middle of the afternoon following the day the gun was fired. But the line does stir the imagination and arouse the feeling with a joy prophetic that thrills the hearts of men when a deed is done for Freedom.

The scientific handling of poetry fails because it misses the ultimate end of art, which is to educate, refine and delight the spirit by bringing before it the truth of human experience expressed in a beautiful way, in lovely images and in musical sounds. To talk about poetry is not to appreciate poetry any more than to talk about the Deity is to pray. If we are to possess the spirit of poetry its spirit must first possess us. It is a matter not of mind but of heart. If we find our own experiences, interests, aspirations, dreams, hopes, moods, voiced through the poem, the poem is ours, and not until then. It then becomes the expression of ourselves and it concerns us only so far as it is a revelation of what we ourselves have felt or are capable of feeling. Discussion and explanation and criticism, necessary and illuminating as they are, are not sufficient. They cannot apprehend the life of a piece of literature or reproduce the emotional experience out of which it grew. Friendships between individuals are not made by studying family trees or by hearing critical comments on the peculiarities of dress, action, speech of strangers. Curiosity may be aroused, but

congenial and helpful friendships are made only after association and long acquaintance. Our acquaintances are numerous. We know many people by sight and by name, but our friends, those whom we know by heart, are few.

In like manner we may have a wide acquaintance with poetry, but our friendships may be few or none. Only when one has come under the spell and mood of a poem can one claim it as our own. As our most helpful friends draw from us our best thoughts and deeds, so to come under the influence of a great poem is to realize something of our finer and better selves and to find new joy and meaning in life. And as friendships are most easily made in youth, so the taste for and love of poetry is then most easily acquired. The responsibility of directing the taste and determining the liking of pupils rests with the teacher.

But how is poetry to be taught, if not by discussion and analysis? "What is needed," says Andrew D. White, in speaking of the teaching of literature, "is not more talk about literature, but the literature itself." The only way that poetry itself can be presented adequately as an art, as something meant to give instant and lasting pleasure, is to read it aloud.

A silent reading of the play of Hamlet will give one a knowledge of Hamlet in somewhat the same sense that one knows about the author of an autobiography. The full power of Hamlet's personality is not felt until one has heard him speak. To have heard an actor like Booth in the character of Hamlet is to have seen and known Hamlet as a living man. And what is true of dramatic poetry is true of all forms of poetry. A poem when uttered by a thoughtful, alert reader, becomes a real and vital thing. The voice, with its subtle and infinite capacity of expressive change, with its shades of meaning and feeling beyond the range of words, overcomes the limitations of written speech. Printed language is cold and impersonal; spoken language brings one into direct touch with the mind and personality of the speaker. The words he utters are living words.

But aside from the added meaning that the voice contributed to words the nature and character of poetry demands that it be vocally rendered. Poetry is essentially musical. It grew out of music and its appeal to the feeling is made largely through its musical qualities. The perusal of the score of a song gives little satisfaction or pleasure. The eye itself cannot see the pitch of a song or detect the "concord of sweet sounds." Rhythm and pitch and melody of music exist only for those who hear them, and a poem to be fully enjoyed must be audible to the outer ear or must sing itself through the reader's mind as he follows its lines. Take from poetry its rhythm, pitch and sequence of sweet sounds and you have no poetry left. There is vivid imagery and beauty in the sound of

"The league long roller thundering on the reef,"

but while the following line states the idea accurately enough the music and beauty are lost:

The breaker three miles long crashes on the bar.

The pleasure one finds in Poe's "Annabel Lee" is derived chiefly, if not wholly, from its music. Its ideas are never commonplaces, and if the poem is read for its facts in "a pass the butter, please" style of speech its sentiment is degraded to weak and ludicrous sentimentality. But when the lines are sounded by a skilled and sympathetic reader the listener is charmed by the sweet music and the fineness and dignity of its sentiment.

Students seldom discover the beauty and the music of poetry for themselves. They are dependent upon the voices of others, of parents and teachers, and whoever may read to them. If they hear no poetry they will enjoy no poetry. This, I believe, accounts in a great measure for the painful lack of appreciation of poetry on the part of our young people. They have little opportunity to hear it well read. With all due credit to those rare teachers of literature who depend upon the voice and the poetry itself in teaching, there is not enough reading aloud in our literary courses, either by students or teachers, and what reading is done is often cold, mechanical, indifferent. As a consequence, students rarely derive from their study the full measure of the pleasure and inspiration that poetry has to give.

Many teachers hesitate to read to their classes because they feel their inability and their lack of technical knowledge of the subject. To such it should be said that, so far as the mere technique of reading and use of the voice is concerned, it is to be acquired by any one who will bestow adequate time and energy in study and drill. And no teacher is fully equipped to teach literature who is not a skilled reader. Training of the voice should be as much a part of the preparation for the teaching of literature as is the acquisition of knowledge about poets and poetry. Without skill in the vocal rendering of poetry, without the ability to impart its thought and feeling with clearness, energy and grace, the teacher is deprived of the most effective means of teaching poetry.

But important as the right kind of technical training is, there are many good readers who know little of the mechanical principles of reading, but whose art is the art that nature makes. Truest technique, after all, is but the simplest and most direct manifestation of clear thought and strong feeling. Understanding of a piece of literature and an eager desire to share its pleasure with others is a primary and essential qualification. Technical skill is subsidiary to this, and, indeed, the persistent effort to give natural and truthful voicing to what one enjoys and believes and earnestly wishes to express will improve the voice and increase in a marked degree its range of expressive power.

Verse can be rendered with true musical values and, therefore, with emotional strength, only by one who feels strongly its mood and is, indeed, for the time, at least, the incarnation of its spirit. The mood of the reader must be in correspondence with that of the poet. All the musical elements of verse are the expression of emotion and are determined by the state of the poet's feeling. If the reading is to be consistent and true, it is obvious that the reader must speak through the lines what he himself feels, and feel what he speaks. A realization of the mood and experiences that prompted the poem and that are expressed in it is the only criterion for the musical rendering of it. I have heard Tennyson's "Song of the Brook' read aloud in a manner suggesting the slow progress of a stream of cooling lava, rather than the "sweep of some precipitous rivulet," and I have also heard students read Bryant's lines "To a Waterfowl" with a whir and cackle like the frantic flight of a covey of startled quail. The words of "Old Hundred" sung to the tune of "Yankee Doodle" would not be more incongrous.

While the knowledge of the technique of reading is an invaluable aid, the art of rendering poetry is to be found, by him who seeks with diligence and devotion, in the poetry itself, and there is no true technique that has not grown out of such study. As the particular verse form of a poem corresponds to the emotion and purposes of the poet, the voicing of that verse will conform to the spirit of it, if the mind of the person who reads is alert, if his sympathies are ready and true, if his taste is trustworthy and if his voice is obedient and responsive to the promptings of will and imagination and feeling. "Give me a thought," says Emerson, "and my hands and legs and voice and face will go right. We are awkward from want of thought. The inspiration is scanty and does not arrive at the extremities." While something of elegance and grace in expression may be taught in the schools, the secret of effective reading is to be found in the appreciation of what is read and in a strong desire to communicate its thought and spirit to others for their pleasure and profit. Skill will come to him who has the genius of sympathy, self forgetfulness and work.

The study of poetry in our schools should be joyous work. The literature period should be the play time of the imagination and the spirit. If poetry is presented with justice and enthusiasm, the hour devoted to it will be anticipated with eagerness and delight. This may be the case if much of the time is devoted to reading aloud by both pupils and teachers, not for technical skill or for criticism, but for the pleasure to be derived from expressing and sharing the thought of fine prose and poetry.

Moreover, choice poems should be often repeated and be memorized. As we enjoy old and familiar songs, so we learn to love those poems frequently heard. I wonder whether we really can claim as our own any poems, or bits of poetry, not stowed away in the mind to be recalled at will. It is the duty of every teacher of literature to see that every pupil has wholesome respect for poetry and a genuine love for it, and a memory stored with the finest verse against the years of stress and need. The highest value of poetry is expressed in these words of Coleridge. "Poetry has been to me its

own exceeding great reward; it has soothed my afflictions; it has multiplied and refined my enjoyments; it has endeared solitude; and it has given me the habit of wishing to discover the good and the beautiful in all that meets and surrounds me."

As our teachers of English teach poetry, not as a perfunctory duty in fulfilling entrance requirements for the university, not as a subject to be "covered" in a certain limited time, but as a means of employing the imagination with wholesome and beautiful things, of refining the feelings and directing them to worthy ends, of ennobling the mind and strengthening the judgment, and of adding abundantly and permanently to the joys of life, as they utter it with enthusiasm and sincerity, and share their pleasure with their pupils, then, and not till then, may we hope to find among our young people a love for poetry, and a culture and strength of spirit that comes through vital contact with the best that has been thought and said in the world.

THE SCHOOL GARDEN IN THE COURSE OF STUDY

By Ernest B. Babcock and Cyril A. Stebbins

School gardens and elementary school agriculture are often considered as mere phases of the great subject of Nature-Study, meaning by this term—"the observational study of common objects and activities from the standpoint of human interest in our every day lives." But the school garden, on the one hand, has certain intrinsic values which cause it to appeal to pupils, teachers and patrons, while agriculture, on the other hand, as a grammar grade subject is rapidly being incorporated into county courses of study throughout this State.

Garden work has well been called a fundamental prerequisite to real nature-study. Much of the nature-teaching can be done in connection with the garden. It may prepare for and grow out of the gardening processes and experience. Moreover, the garden offers the best opportunity to start nature-study. It is definite and of necessity brings the child into touch with natural objects and forces. It should be the center from which radiate various lines of work. "Instead of insects, birds, weeds, etc., as isolated topics, they should be taken up in connection with the plants with which they are biologically and economically related." At the same time the garden work can be correlated with all the regular subjects. Best of all it makes for character building through emphasis of individual responsibility and practical ethics.

The chief aim and business of nature-study in the lower primary grades is the gathering of precepts, the getting of experience, with as many different objects in nature as possible, to know their names and something of their relations to each other and to man. So with garden work here. The first grade children can profitably spend some periods in the garden watching the older children at work, learning the names of tools, seeds and plants. But a little space should be reserved always for the special work of the first grade. Class exercises may consist of planting bulbs in the fall and in the spring a bed of sunflowers and a row of popcorn. These will furnish good material for life history studies. The sunflower seeds will attract birds as they ripen and the popcorn can be used at Thanksgiving time.

Second grade children should have some individual garden work if possible. Plots not smaller than 3 by 5 feet for one or two pupils will allow the cultivation of one vegetable and one flower. These should be large-seeded and quick-growing like peas, string-beans, radish, nasturtiums, zinnias and four-o-clocks. Teach by demonstration lessons requiring them to repeat what they have seen you do. Use earliest maturing varieties. Gather for use at school or home.

In the third grade we usually find Home Geography called for. In connection with this what could be more helpful than to have the children learn to grow some of the food crops that are raised "around home" and perhaps some desirable ones that are not commonly grown or, if common, not always well grown? For example, our old friend, the lettuce, is all too frequently sown thick and broadcast and thinned only as some is needed for the table. But it is very little trouble to transplant and then it can be set far enough apart so it will head and so produce the same kind of lettuce we buy in the market. This crop is quickly grown. Yet it gives the practice in transplanting and, with this mastered in the fall, the following spring many of the more difficult vegetables can be handled, such as cabbage, cauliflower, and kohl rabi, tomatoes, peppers, asters, and cosmos. The third grade pupils should have good stiff practice in preparing the seed or boxes, sowing, watering, transplanting and cultivating their crops. Community work may consist of some effort at beautifying the school yard, keeping it clean, planting something ornamental, subject to the fundamental principles of landscape art which the teacher should understand.*

In the fourth grade special attention should be given to the economic phase. Food and fiber plants other than those produced at their homes should be grown in community plots—cotton and flax, mulberry trees, field crops like potato, wheat, sugar beets, etc. The sugar beets can be pulled, cleaned, topped, sliced and stewed to extract the sugar and water evaporated so as to show the sugar present. In a grain region the leading cereals should be grown and for this purpose the Experiment Station at Berkeley will furnish free seed. In the individual gardens some one crop should be so well grown that the produce can be marketed. With a little encouragement many children will do this at home to the great delight of their parents and with the preparation suggested in the second and third grades they ought to succeed. In case this is undertaken at home, the individual plots at school may be used for practice in propagation by bulbs and tubers. Freesias, gladiolus, dahlias and onions can be raised from the seed and the young bulbs saved. Transplant native bulbs from the wild. The garden can be made to vitalize the geography study of these grades.

In the fifth grade we come to a period where the nature-study work has usually frittered out. In order to avoid this weakness it is well to intensify on one or two important lines. The topics of greatest interest and value to the pupils are trees and birds. The two go naturally together and, while they should be included in the miscellaneous studies of earlier years, fifth grade boys and girls are capable of and take more interest in such intensive study. Pinchot's "Primer of Forestry" can be secured from the Secretary of Agriculture, Washington, D. C., in two parts as Farmers' Bulletins 173 and 358 in numbers sufficient for class use. For the teacher Fernow's "Care of Trees" will be a most useful help.

Best of all, the garden can furnish the introduction and basis for this tree study. With the preparation they will have had in the lower gardes, or even without it, if the teacher understands the essentials to success, these boys and girls can successfully raise many of our common and some of our rare trees and shrubs from the seed or from cuttings. Work of this kind will be more valuable to them than all the field trips and class room work. It is one thing to read about conservation. It is quite another thing to plant an acorn or a pine seed and care for the growing tree through the years. Arbor Day is all too often a farce, but tree growing and tree study as a fifth grade study will give an intelligent appreciation of what it means to produce forests and the value of individual trees. (See "Tree Growing in the Public Schools," Circular 59, Agricultural Experiment Station, Berkeley.)

It will be necessary to conduct the tree growing class as a class exercise, the teacher giving directions and demonstrations which the pupils carry out. Individual plots can be used later in the season for growing the seedling trees. In the fall the young bulbs raised during the previous year should be planted and brought into bloom. The life history of biennials should be worked out by planting beets, turnips or cabbages that have been stored. Sometimes these and others like salsify are left in the ground from the previous year. They should be cared for and studied when they come into bloom and the seed saved.

Whenever seed is saved in this or earlier years, the fundamental principle in plant improvement—selection of seed from superior individuals—should be emphasized. (See Chapter IX in Hilgard and Osterhout's text.)

In the sixth grade pupils should perform some school room experiments on the plant as a living machine and the conditions necessary for its success; conditions necessary for the germination of seeds, the soil, what it is, and what is going on in it, and the relation between the plant and the soil. Simple experiments are now devised for teaching these things in the elementary school. They are set forth in their relation to agriculture in the first few chapters of "Agriculture for Schools on the Pacific Slope" by Hilgard and Osterhout. In schools where there has been no garden, such a series of experiments form the best preparation for the garden work of the grammar grade pupils.

When garden work has been introduced in the lower grades already, the work of the

* Consult Bailey's "Manual of Gardening." Macmillans.

sixth grade may center on more difficult phases of plant propagation. The art of propagating plants from seeds, bulbs, cuttings, and buds is a fascinating subject to old and young and children seldom tire of the simple experiments than can be devised in order to answer the questions which their own curiosity will prompt them to ask.

In any previous gardening, the class will have begun to learn the art of seedage in its simpler phases, but there is much more that can be learned to advantage. The preparations for starting a school nursery will introduce new problems. At this point, explain the reason for growing budded or grafted fruit and nut trees. Make a seed bed and stratify the seeds of stone fruits, pome fruits, walnuts, etc., during fall or winter. When the seeds begin to sprout plant them about six inches apart in the nursery row and bud them in June or September. In case of failure to make buds "take" the tree can be used again the following spring or fall. Any of the texts on agriculture give simple directions for budding and grafting, and Bailey's "Manual of Gardening" gives full details. When the budded trees have made a year's growth give each pupil a tree to take home. Establish a custom in the school.

The growing of bulbs from the seed has been suggested for the fourth grade. The cutting of hyacinth and lily bulbs so as to secure young bulbs or offsets will prove interesting. A single scale from a lily bulb will form small bulblets when planted in rather dry soil. Hyacinth and tulip bulbs may be cut in two or slashed in various ways and planted again. This should be done during spring or summer after flowering.

The hotbed and cold frame will furnish much good practice,—making and caring for them, including watering and ventilating; raising early cabbage, tomato and pansy plants, etc. Then these same frames may be used for a detailed study of soft and hard wood cuttings of rose, heliotrope, fuchsia, etc. Cuttings of grapes, currants and other bush fruits may be "heeled in" in the cold frame until callus forms. Directions for making cold frames, hotbeds, etc., will be found in Bailey's "Manual of Gardening," which is the most useful general reference book on gardening for the school library. MacMillans, $2.

Seventh and eighth grade pupils should grow more difficult vegetables such as asparagus, rhubarb, celery, sweet potato, and flowers such as petunias, begonias, gloxinias, for all of which the hot bed and cold frame will be useful.

The element of doing should still predominate and pupils should depend on their gardens or other experiments for data. Problem experiments connected with crop production—best methods of irrigation and cultivation; individual work in crop improvement including seed selection (see Circular 46, Agricultural Experiment Station, pp. 21 and 26, also Hilgard and Osterhout's text, Chapter IX). Quantitative work based upon plot dimensions—area expressed in fractions of an acre, rate of application of fertilizers in plot experiments, amount of products in weight, estimated yield per acre, gross and net returns, etc.

Distinct problems for boys and girls should be planned. For example, the boys may choose special problems in the culture of farm crops and the girls, problems connected with landscaping home or school grounds, the planning and planting of groups, borders and ornamental beds.

The course outlined above is progressive from grade to grade and so is adapted only to larger schools. Smaller schools will be compelled to handle the pupils in groups making the garden work progressive from year to year in those groups. The following scheme is suggested:

Group I. Work suggested above for grades 1-3.

Group II. Work suggested above for grades 4 and 5.

Group III. Work suggested above for grades 6-8.

"This organization of material unifies and increases its value from an educational standpoint. Indeed, if the full purpose of the garden work is carried out, it means more than the training of the hand in doing its part of the work successfully and skillfully. It means a training of the eye to see things as they are, a training of the mind to think logically and independently, to draw conclusions and to recognize the dignity of the work."

Many schools wish to begin the teaching of agriculture in the grammar grades even though the pupils have had no previous nature-study or garden experience. It should be remembered that the large aims of agriculture in the elementary school are threefold (1) to create a sympathy for farming, for country life; (2) to give new direction to many of the old subjects in the curriculum; (3)to link school and community life. The scope of these aims is far reaching, for agriculture, with the school garden as a basis, is potential in the direction of all those factors which make for good citizenship and happiness.

Agriculture in the large sense does not mean merely the growing of a field crop, but it means bird life, insect life, weather conditions and other factors in relation to the field crop. Thus the great majority of teachers, whose lives have been far removed from these natural agencies, hesitate to attempt the teaching of agriculture although they feel its need. They are timid because of the lack of knowledge and naturally they ask, "How shall I teach agriculture." One of the delights in teaching is to discover and to learn with the children. As to the method of introduction, use the school garden, or if such is impossible, let the children start home garden. Link the school life to that of the community. Observe the needs of the community, the school and its yard and let this observation direct the work in agriculture in a great measure. If a fresh lawn is need at home let the children put it in, etc. Again the work of the community may well give direction to the gardening. A rural school situated in a fruit district should devote space to a nursery, etc.

Competition has added much to the happiness of a part of the people and misery to many of the people.

A POLITICAL PURPOSE FOR THE N. E. A.

Educational leadership of teachers may be necessary to secure a better school for tomorrow than is possible for today, but the school of the ever present today is the work of the teacher of today. The effectiveness of that work depends not less on those details of the teacher's personality which are determined by general conditions for life—the economic, social and cultural qualities—than it does on professional skill, knowledge and ideals. If this is so the betterment of actual teaching will not be advanced by pushing professional qualifications and educational ideals to the front to the exclusion or deteriment of the problems for bettering the circumstance and the standing of the teachers as members of the social community.

The revolt in the N. E. A., for it is nothing less, is of the teachers against the teachers of teachers. They are struggling against an acepted code of professional duty which, because devotion is an essential attitude of the true teacher, holds it necessary that the spirit of self-sacrifice shall be complete and the teacher, as the preacher, shall "Carry neither purse, nor scrip, nor shoes"—"for the laborer is worthy of his hire." Mrs. Emmons Blaine in her address at San Francisco condensed the admonition to this duty into the startling phrase, "The idea of a divine work dealt with as a money value is the idea, thank God, that starts revolutions. When American schools regard the chance to perform this high service as a comercial job there will be a revolution." On the other hand Mrs. Blaine asserted that "the community will come to demand money payment for the work of teaching commensurate with the payment of the highest experts in the field."

Here is the most fundamental question of the present situation. The performance of its full duty by the public is essential to maintenance of devotion and duty by the teacher. Yet the position of the teachers must not degenerate into "strike" methods of forcing the public to do its duty by compulsion rather than by conviction. It is the great opportunity of the N. E. A. to make clearly conscious in the minds of all the values to the education of the children of the full performance of duty on both sides. Education is not a religious propaganda inspiring devotees to service expected to be even partially unrequited in this world's goods any more than it is a trade concerned only with the money returns for work done. It is an institution of the people and as such requires for every step in its advance a correlated step in the growth of the institutions of the state which shall secure better administration of its resources and provide the higher qualities of equipment and of social power for teachers needed for better schools. To secure this double advance is a work for the united efforts of teachers and of teachers of teachers. It is the work of an N. E. A. and not of an N. T. A. It is not on its right footing as a teachers' movement only, but is the proper aim of education as an institution. Here is the great political duty of all educators.—G. A. Brown, in September School and Home.

The Western Journal of Education

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THE WESTERN JOURNAL OF EDUCATION
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Editorial

The majority of women are better than the majority of men. Votes for women does not only mean that women will vote for candidates for public office. It means that it will enfranchise a great moral force for civic righteousness.

* * *

If Dr. Frederick Burk had more of the mental attitude of the Nazarene, and less of the empirical athletic big stick of Roosevelt he would add to his power of leadership and his enemies would be harmless.

* * *

Willie Sidis, the boy genius of Harvard, may be an exceptional child, but he certanly has the dramatic power to make the public school children sit up and take notice. Public education is for the ordinary child—the ordinary child is not a genius—all children should be carefully taught according to the course of study. These trite statements have produced mediocre ability and inadequate results. We need a new educational leader—a leader that will do for education what Edison has done for science. We have had enough of pedagogy. We now want pedagogy applied, and in a way that will get results.

* * *

The Governor of the State and the Superintendent of Public Instruction are by virtue of their respective offices voting members of each local board of normal school trustees. It has been customary with the exception of the San Francisco State Normal School that presidents of the normal schools corral, grab, attack, and otherwise appropriate the secretary's salary of the board of trustees. This may be all right, but if the presidents are so engrossed with their work, why do they not give the job to some poor underpaid teacher. Then perhaps the Governor and the Superintendent of Public Instruction would be notified of important meetings and men of such mediocre educational ability as E. L. Hardy would not be made presidents of educational institutions.

* * *

The State Board of Control has investigated the State Printing Office and arrived at results that justify an immediate change in conditions. The time is ripe to endorse the plan proposed by Will C. Wood, of Alameda, namely, the adoption of text books by local boards. The County Boards of Education have had so much experience the past twenty years adopting supplemental books to aid the unsatisfactory State books that it will not be placing the power in untried hands.

COMMUNITY WORK IN THE RURAL HIGH SCHOOL

Community work in connection with rural high schools is a form of extension work which is now developing as one of the features of vocational instruction in these schools. The inauguration of such work presents some difficulties, but they are not insurmountable for any rural high school teacher, and once started, it opens the way for mutually helpful relations between the school and the community and thus renders the work of the teachers helpful and satisfactory. Every agricultural high school, however small, should carry on at least one form of community work for each class of people in the district—the farmers, the farm women, the young people not in school, the school children, and the rural-school teachers, and in order that the work be properly supervised throughout the year the teachers of vocational subjects should be employed for twelve months in the year instead of nine or ten.

The community work of agricultural high schools has usually been successful wherever adequately tested. Even the most modest attempts at work at this kind have been attended with a surprising degree of success. The efforts of the agricultural colleges have shown that bulletins and printed lessons fail to arouse an abiding personal interest; they fail to reach the people. But in the case of the agricultural high schools, where the interest comes from a center close at hand, from an institution that belongs to that particular neighborhood and community, the work is far more likely to succeed, because the people feel a personal pride in the school and a sense of participation in its work. They do not feel that they are being ministered to, but rather that they are working together for the school and the neighborhood. Community pride is one of the forces contributing to the success of the agricultural high school. Again, community work succeeds because it fits the needs of the people; they get what they want when they want it. As the distance between the teacher and the people increases, the difficulty of fitting local conditions multiply in about the ratio of the square of the distance. With an aroused local interest and well-equipped teachers, familiar with local needs and not overburdened with other duties, the community work of agricultural high schools is almost sure to be a dominating factor in rural progress.

—D. J. Crosby.

Dr. A. F. Lange, Please Notice

The U. S. Government has advertised a civil service examination for an editor of educational documents, salary $2,000 a year.

A PLEA FOR SANITARY CONVENIENCES

San Diego, California, July 1, 1911.

To Whom It May Concern,
Especially the School Boards of San Diego County:

The most important part of our mission is the care of the health and development of our children. The common drinking cup has been abandoned. It has been, according to statistics furnished by the State Board of Health, one of the worst transmitters of diseases known to modern civilization. In all of the school districts where it is possible, the school boards are establishing drinking fountains, and in many of the school districts outside of the city, such as Chula Vista and Normal Heights, are establishing toilet systems of the most modern convenience, where water under pressure can be secured.

I hope the day is not far distant when the old disgusting "out-house," which is also condemned as a breeder of disease, will be a thing of the past and the modern flush system will take its place.

Remember, the best equipment is none too good for our children. Let us be able to point with pride and admiration to the only public building in the community as being equipped with the most modern conveniences and subserving the highest and best interests of our children. I am

Very truly yours,
Hugh J. Baldwin.

VACATION OVER

Vacation is a delusion and a snare. It is largely due to a superstitution. It began with the indolent, and ended up with the men and women who needed a rest on account of a lack of system in personal habits. The pupil or teacher who worries—or over-eats or over-indulges in anything ascribes the condition to over-work. Nonsense, people do not as a rule over-work. They overdo. It is seldom, however, that they overdo along the line of pressure. The fault lies in the failure to balance nicely the mental and physical demands on the system. The body must be treated as a machine, not as a rubber ball. Vacations have not added much to human life. They have become a part of the system on account of our educational terms, but the real educational value of life is to realize that each should be complete in its work, rest, play, sleep and then and then only can we get the real joy of living.

THE GREAT MAJORITY OF PEOPLE COULD DOUBLE THEIR POWER OF ACHIEVEMENT by a little self-discipline in learning so to get hold of them-as to depend on the prompt, decisive action of their own faculties. A little system alone would double the efficiency of many a business man who does not know why he does not get on faster. He works very hard perhaps and thinks that he has not half time enough to do what he ought to, but he could save more than half the time that he now throws away in doing things over and over again from lack of order. System is a tremendous energy saver and time saver.—Marden.

THE IMPROVED CONDITION OF THE WOMAN WORKER

By Genevieve Carroll

At the recent meeting of the Kate Kennedy School Woman's Club I had the pleasure of listening to a very delightful and instructive talk by Lillian Harris Coffin on the subject of the "Woman Worker" and I became so interested in what the speaker said that I determined to make an independent research into the matter along economic and sociological lines.

Organized labor has done much for women.

1. It has demanded and won for woman an equal wage for equal work.
2. Shorter hours—higher wages.
3. Moral respect and consideration in shops and factories from bosses and employees.
4. Fire protection.
5. Rest times during working hours.
6. Equable adjustment of grievances.
7. Abolition of child labor.
8. A living wage scale.
9. Gradual elimination of the sweat shop with its attendant evils.
10. Protection of motherhood among working women by enforcing the necessary sequestration at accouchment.
11. By legislative labor and civic enactment for woman's benefit.
12. By endorsing and advancing equal suffrage.

The labor movement has stood for humanity in its fight for woman and has spared neither effort nor expense to gain the point of view.

Let me cite you some special cases.

The waitresses worked from 10 hours, 12 hours to 14 hours, at a wage of five dollars per week, now, these woman work five hours a day, have one day's rest in seven and receive seven dollars per week.

The laundry workers worked 16 and 17 hours a day, were compelled to eat and sleep at their work, were given broken time and were paid from three to fifteen dollars per week. They now work eight consecutive hours and receive from seven and a half to twenty-three dollars a week. These women have a separate organization, which is the peer of like male organization. Cracker packers were compelled to stand until limbs were swollen and toil in an antimoral atmosphere for a mere pittance.

They now enjoy straight time, regulation houses, and receive from five to twelve dollars a week. They are also given a fifteen minute rest in the morning and in the afternoon.

The telephone operators raised from twenty to thirty-five dollars a month upwards, with recesses, lunches, and better accomodations.

In the great strike of New York and Chicago, when from 35,000 to 100,000 people were affected the men stood shoulder to shoulder with the girls in their demands, and be it said to the credit of the labor unions, they financed the strike to a successful close; nor must we overlook the glorious aid given these strikers by the public-spirited society of both cities.

The labor movement was foremost in the passage of the eight hour law for women, lavishly spending energy and time to secure its enactment.

It is now in force in the majority of States. Right here I want to state that in California, locally the labor unions have been able to help their sister workers more than in any other State.

The benefit achieved by the changed conditions is to give the woman the necessary rest which her physical being requires, the time for social and mental improvement, more time to devote to home and children, and a moral surrounding in which to toil that should be the heritage of the mothers of a clean race.

We, in our line of work, are between the two extremes of society and to become a power for good in the community, and for the equal adjustment of all and any trying problems that may arise in our working life, will be forced to make a choice.

On one hand the interests and the sympathies are not with us, and on the other hand we have the molding of the children of this great mass in our class room, and must receive from the homes of the common people our material. Our choice is obvious. It is a sublime task to fashion this material in right-thinking, and a just appreciation of the rights of capital and the justice due itself. Just and considerate treatment by our local authorities gives us no need to unionize, or affiliate, but we must harmonize because of the children and the wage-earning mothers.

In the present crisis we turn to all men in all walks of life to support us in our struggle for representation that we may stand for purity, for civic righteousness, for the uplift of the masses, and the proper education of the child that he may more thoroughly realize his duties to the world and his fellow man, and above and beyond all to better woman's condition and position in the economic and professional life.

SCHOOL SAVINGS SYSTEM IN THE S. F. SCHOOLS

San Francisco, August 3d, 1911.

To Pupils of the Public Schools:

The School Savings System has been introduced into the public schools of San Francisco by the Board of Education for the purpose of helping the school children to form habits of saving and thrift. The Bank of Italy has been designated the official depository.

At a meeting of the Board of Education held July 19, 1911, the following report outlining the method of collecting and handling the deposits, submitted by Director James E. Power to the Board, was adopted:

"To the Honorable Board of Education,
City.

"Mrs. Kincaid and Gentlemen: I herewith submit the following report on plan of operation for the School Savings System, which has the approval of the official depository, the Bank of Italy:

"Stamps of the denomination of one cent will be provided; also folders which hold fifty stamps. When a pupil presents at the bank two of these folders, with fifty stamps affixed to each folder, the bank will issue a pass book showing a deposit of One Dollar. The Bank will then accept any further deposits of fifty cents or more that the pupil may desire to make, either with folders or in coin.

"All deposits will bear interest at the regular rate of interest allowed by the bank and under the same conditions governing savings deposits.

"Folders should not be presented to the bank until they are filled.

"Upon opening an account with the bank the pupil should be accompanied either by the parent or guardian, who should act as trustee. To withdraw money from the bank the signature of the trustee will be required. The account is thus placed entirely within the control of the parent or guardian of the pupil.

"No withdrawals should be made for less than One Dollar.

"When pupils are removing from the city and have folders partially filled with stamps, the folders will be redeemed by the bank upon an order from the principal of the school.

"Neither the School Department nor the bank will be responsible for filled or partially filled folders which may be lost, stolen or destroyed.

"The pupils' savings will be collected by the teacher once a week, during the first half hour at school, on a day to be designated.

"The teacher's report of these collections will be made in duplicate on blanks furnished for the purpose, and will show the name of each pupil depositing and the amount deposited. The report in duplicate, together with the total amount called for, will be handed at once by the teacher to the principal of the school.

"During the day on which collections are made a representative of the bank will call upon the principal of the school, will check up the reports of the teachers with the amount of money turned over by the principal, and receipt for same, at the same time handing to the principal the equivalent in stamps. The principal will then return to the teacher the latter's duplicate report receipted, accompanied by stamps to the amount called for. The teacher will then distribute the stamps to the pupils to be affixed by them to their folders. By this method both principal and teacher will avoid the responsibility of keeping pupils' money in their possession and accounting for stamps.

"I would respectfully recommend that the system be put in effect at the opening of the fall term, the first week of school to be taken up with instruction by myself and representative from the bank on the plan of operation, and deposits to be taken commencing August 1st.

"Respectfully submitted,
"JAMES E. POWER,
"Member Board of Education."

* * *

The County Board of Education of Plumas County will build a fine new County High School building at Greenville.

LESSON TAUGHT BY GREAT PARADE OF WORKERS

By Edna Holzkamp,
2169 Jones street, pupil of B Eighth grade of the Hancock Grammar School.

To my mind Labor Day teaches us a great many lessons. As we watch the parade going by we get an educational lesson. The floats give us knowledge as to the extent and variety of the city's manufactures and some idea as to the process by which the goods are converted into commercial products.

From the great numbers we see in the parade we get a lesson on the strength and unity of the labor organizations. The transparencies, labels, etc., carried teach us some of the things for which labor stands. It wants a "fair day's wage for a fair day's work," and by a fair day's wage is meant enough to enable a man to make a decent living, support a family and lay aside a little "for a rainy day."

The unions hold, too, we learn, that women should have the same wages as men if they do the same kind of work. They are opposed to child labor, convict and Oriental labor, sweatshops and tenement house manufacturing, and discourage night labor. They seek to shorten the working hours, to lengthen the worker's life and usefulness to the world.

Another important thing to be learned from Labor Day is how significant it is to every one and in this how it differs from all other holidays of the year. Some festival days are celebrated for religious purpose, such as Christmas and Thanksgiving Day; New Year's Day simply marks the day that the earth has completed its revolution around the sun. Other days have an historical character, such as the birthdays of Washington and Lincoln, the Fourth of July and Decoration Day. To many of our foreign born citizens these days mean nothing but a rest from labor. Then, too, with the exception of New Year's Day and Thanksgiving, these days mark past happenings. Labor Day is present history, and will mark future history in so far as its principles take root and flourish. Every one in the community, whether he knows it or not, regardless of color, race or creed, is interested in Labor Day because he is either a worker or hires workers.

As the rich men see the Labor Day parade, it can teach them that all they have of comfort, convenience or luxury they owe to the product of labor; either the people marching by them or others like them, and they should ask themselves if they have treated those who work for them fairly and squarely. The poor looking on at the parade can learn a lesson of hope, because the principles of the unions means progress and that means work for them and their uplift and maybe a happy day when they will be no longer poor.

The women can have the lesson brought home to them that if the aims of the unions are good they should aid them all that they can by demanding and buying only union-made goods, thus helping every man and woman who works.

The child can take the lesson from the Labor Day parade that whether the unions succeed or fail, whatever advantage they gain, whatever setbacks they have will affect him when he grows up and has to work. (I am afraid, though, the only thing that will make a child realize all of this is when he has to write a Labor Day composition).

Another very important lesson to be learned is the "Dignity of Labor." By that I mean the honor that anyone deserves who does any kind of useful work in the world. Every man who works is worthy of our respect if this work is honest and if he does it the best he knows how. No man is better than another because he works in a place where he can keep his hands clean and be well dressed.

The greatest lesson that we can get from Labor Day is its teaching us what a power these people who march by us have in the government of our city, how they are the uncrowned monarchs who rule it, for they, by the force of their numbers, can vote for and have whatever laws they please. It seems to me, then, that it is their own fault if the laws are bad, that it is to their credit if the laws are good, and when the day comes that all these workers realize their responsibility they will vote for those who have the best interests of their co-laborers at heart; then the most important lesson of Labor Day will have been taught and learned.

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DIRECTIONS TO TEACHERS

Supt. Mark Keppel in his new course of study gives the following excellent advice to teachers. It should be read and studied by every teacher in the country.—Editor.

State School Law—Every School Library should have a copy of the revised State School Law and each teacher should study the same until familiar with her legal rights and duties.

Notice of Opening and Closing School, and Vacations—Teachers should not fail to file notices of opening and closing school as required by law. Whenever the school takes a vacation notify the Superintendent's Office in sufficient time so that a day may not be lost in attempting to visit the school.

Registers—Registers should be kept in accordance with the Superintendent's circular of July, 1911. If the circular is not in your register, secure a copy from the Superintendent's office. Do not get a new register unless your old one will not contain the year's records.

Attendance—Regular attendance is vital to the school. Teachers should be earnest, unceasing, and never discouraged in their efforts to promote regularity of attendance.

Neatness—It is desired to call the attention of teachers and trustees to certain points upon which a definite line may be drawn between deserving teachers and those in the work simply for what they can make of it. Whatever may be the poverty of a school house and its belongings, there is absolutely no reason why the school room should not be kept clean, and every desk within it neat and orderly. However scanty or abundant the supply of school apparatus, there is no apology for lack of care of it. Trustees should provide a safe and proper place for all books, maps, charts, and other school apparatus, and teachers should see that everything is kept therein. If pupils be inspired with a desire for neatness in person and property, they will be more attentive to lessons and more careful in deportment. Books torn and soiled, corners gnawed, or covers missing, bespeak a listlessness and indifference fatal to scholarly habits. Inattention to these particulars on the part of teachers is inexcusable.

Care of Property—The teacher or the principal is in charge of the school property. If the janitor's work is faulty, if the yard is uninviting, if the outhouses are uncleanly, unsanitary or lacking in privacy, the teacher or principal must insist upon right conditions.

Use of Fire—Burn rubbish at least once a week. Burn worn-out material of all kinds. In most of the schools much of the stuff on hand is worse than useless. It is germ-infected, space-occupying, dirt-accumulating, and beauty-destroying trash. Bury the old pieces of crayon that are too short for use. Do not attempt to burn these, as fire will not destroy them, and you may see evidences of their use afterward on walls and fences.

Books—The Library fund, and in extreme cases, surplus county funds should be used in providing children with textbooks and supplementary books.

Rules—Read to the pupils several times during the year the rules governing the conduct of pupils, found in the front part of the register.

Program—Teachers will find it best to allot a given portion of the program to each study, and hold to this time allotment as rigidly as possible under the conditions existing in the school.

Recesses—The Rules of the State Board of Education provide that pupils in all primary grades shall not be detained longer than one hour without a recess. It is not advisable to detain pupils during any intermission as a punishment.

Playground—Teachers who fail to mingle with their pupils on the playground during play hours lose a fine opportunity not only of indirectly supervising the yard and its activities, but also of knowing more of the child's natural self.

School Spirit—The attitude of the pupils towards the teacher and their own work will determine largely the measure of success that has been attained during the year.

American Flag—The American flag must be displayed over the school building and in each school room whenever the school is in session. The district must provide the flags. Medium-sized bunting flags are recommended for display over the school house, and small silk flags for the school rooms.

Home Study—Pupils under 15 years of age may not be required to do any studying at home. In general, lessons should be so assigned that the normal scholars can and will do the work entirely in school, and that the slower pupils can keep up with the others in the class by making a special effort. When the brightest pupils in a class need to make a special effort to master the lessons assigned, the less capable lose the chance of doing even average work.

Closing Exercises—While it is desirable that the closing of school and the presentation of the County Board's diplomas to pupils completing the Eighth Grade should be made the occasion for pleasant exercises, still there is danger that these exercises may be made too pretentious and costly. An afternoon or an evening entertainment, simple in its nature and representing largely actual school efforts, seems most appropriate.

Corporal Punishment—Seldom, and if possible, never use physical force in dealing with children. When administering corporal punishment, let it be done in the presence of another teacher, if there be one in the building. Do not punish a pupil before the other pupils. It is needless to say that this form of punishment should be employed only in extreme cases, and when the teacher feels that an improved behavior will result from its use. Do not punish while angry. Punishment should be a corrective agency to the child, and its good effects are lost if there be any spirit of revenge on the part of the teacher, or if the pupil be injured in any way. The use of physical force, except in the manner prescribed in these directions, is, in the opinion of the County Board of Education, a case of unprofessional conduct, and as such is subject to the penalties prescribed in Section 1771.

Schedule of Recitations—Teachers will please note that certain Seventh and Eighth year subjects are to be recited fewer than five times a week.

Seventh Year—Elementary Agriculture, once per week. Civic, once per week. Reading, once per week. Drawing, thrice per week. Writing, twice per week. Physiology, once per week.

Eighth Year—Agriculture, once per week. Civics, once per week. Reading, once per week. Physiology, twice per week. Drawing, thrice per week. Writing, twice per week.

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KERN COUNTIES TRUSTEES INSTITUTE

Supt. R. L. Stockton of Kern County called his first trustees institute to meet on the 24th of July in the County High School. The meeting was one of business and largely attended considering that it was in the midst of summer and many of the trustees were busy with the work while some were away.

The meeting place was well suited to such meeting and it was evident that Superintendent Stockton had in view a chance to let the people know what is being done in the County High School. That school is certainly forging ahead—agricultural, manual training and machine work of all kinds as well as a two-year post graduate course talked of. The new court house is to be completed soon and the question arises as to what is to be done with the old one. The trustees passed a strong resolution asking that the Board of Supervisors hold the old court house for educational purposes so that a two-year post graduate course can be added to the high school

Prof. H. F. Tout of the County High High School presented the plan of work in the agricultural department of that school showing that the school owned and operated a farm of twenty-seven acres and that much interest was created in the work of the farms by that department. He dealt particularly with the work in agriculture in the schools of the county and what could be accomplished if the work could be pushed as it should be.

Prof. Cottle of the County High School took up the work of the manual training department and showed what is being done in the shops of that school. Some very fine work was exhibited. It doesn't seem possible that boys of the age and training could do such work as is presented. And yet they do as can be seen at any time. Here is the real education—the training of the child through the work he is to do. Many children can not get ideas from books but they can get thoughts through what they do. These children are usually original in nature and take what they see in books "with a grain of doubt." The girls can do work around the house and can learn from what they do. Later they can get from books what they want in their work.

Mr. Job Wood, Jr., of the State Superintendent's Office took up recent legislation and presented the educational bills and discussed other matters pertaining to the management of schools.

Superintendent Stockton gave a most excellent and practical talk on the schools of the county to open the meeting and at the right time during the day aided much in the success of the meeting. He is to be congratulated on the success of his first trustees institute.

The trustees in their resolutions favored an official school journal and asked the State Board to adopt one at once; favored the appointment of a legislative committee of the trustees in all the counties in the State to present legislation from the point of view of the people and the school trustee.

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Western School News

MEETINGS

The California Teachers' Association, Agnes Howe, San Jose, Cal., President; W. H. Hanlon, Martinez, Cal., Secty.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Lulu White, President, Redding, Cal.; Delia D. Fish, Secretary, Red Bluff.

Southern California Teachers' Association, J. H. Francis, President, Los Angeles; Mark Keppel, Secretary, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; E. L. Armstrong, Oakland, Cal., Secretary.

C. L. McLane has been elected president of the State Normal School at Fresno, Cal. Superintendent McLane has fine administrative ability, and the Fresno schools under his administration have taken high rank in the West.

* * *

Dr. E. E. Moore and Prof. Spaeth visited Joaquin Miller on the Heights recently. The good gray poet has recovered from his long illness sufficiently to converse with the old time sparkle of wit and cleverness. The teachers of the State will always remember Joaquin Miller's talks "On Lessons Not Found in Books." His talks were more like a benediction than a lecture, and now, that his light is passing out, the recollection of the personality of the author of "Columbus" will be a priceless heritage.

* * *

Henry Meade Bland, the poet, has taken a year's leave of absence and will spend it at Harvard University in the study of literature. At present he is neighboring with Joaquin Miller on the Heights.

* * *

W. G. Hartranft, Pacific Coast manager and a director of Silver-Burdett & Co., has just completed a series of fine moving picture slides of his recent trip around the world. Mr. Hartranft has a national reputation as a lecturer, and will be available for a few dates this year in California.

* * *

The North Side Improvement Club of Alameda dedicated the Haight School on Friday, Sept. 1st at 2:30 under direction of Will C. Wood. Supt. Hyatt and other notables were present.

* * *

The State Board of Education will meet early in September, and its deliberations are awaited with breathless impatience by a few of the interested people. However, it will not matter much fifty years from now what the State Board of Education deliberates.

* * *

Margaret Haley of Chicago is making a record as a speech maker in California. She has a quiet effective way that wins her audiences. She spoke recently to over one thousand teachers in the auditorium of the Mission High School.

* * *

H. M. Hebden, the genial representative of Houghton Mifflin Co. of Boston, arrived in California recently, and will spend several months in the study of California products, and incidentally, promote the merits of his publications.

* * *

The Kate Kennedy Club of San Francisco gave a dinner at Tait's to members and guests on Saturday, Aug. 26. The principal speakers were Maud Younger, Dr. Jessie Peixotto and Genevieve Carroll. The Kate Kennedy Club is the most active and strongest school woman's club in the West, and is doing excellent work along educational line.

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E. V. Van Nostrand, of Milton Bradley & Co., gave out as a souvenir during the N. E. A. a reprint of selections of the Persion poet Sadis Gulistan.

* * *

Miss Anna Wiebalk, of the San Francisco State Normal School, will be one of the principal speakers at the Humboldt County institute, Sept. 18, 19 and 20.

* * *

Dr. E. B. Hoag has resigned his position as school medical director of the Berkeley schools to devote his entire time to his work at the University of California and to writing. Dr. Hoag is a member of the faculty of the summer school of the university, giving courses in public health and child hygiene.

* * *

The State text-book investigation by the Senate Committee, of which Ed. K. Strobridge is chairman, will be resumed on September 11th. It will be held in San Francisco. The investigators will delve into State printing office methods and will question the business representatives of the paper and printing supply companies. The members of the State Board of Education and the State Board of Text-books are also to be questioned by the committee and its attorney, Theodore J. Roche, regarding the adoption of text-books and the giving of royalties to the book companies.

* * *

Sunday, September 10, Hon. Samuel Shortridge will deliver the oration at the dedication of the Portola monument erected under direction of Harr Wagner on Montara mountains. Mrs. M. J. Parolini, principal of Cleveland school, San Francisco, will recite Joaquin Miller's poem, "Columbus."

* * *

The new high school will open its doors for the reception of pupils and teachers on Monday next, September 4th, at Pacific Grove. The building has cost about $40,000. It is well located and in external appearance and internal arrangement is a credit to the community. During the opening session it is expected that 100 pupils will be in attendance.

NATIONAL EDUCATION ASSOCIATION

Record of membership enrollment at the forty-ninth convention, San Francisco, Cal., July 8-14, 1911: Former active, 471; new active, 450; total active, 921; total membership, 11,480. The convention enrollment at Boston last year was 12,385; at Denver in 1909, 5,375; at Cleveland in 1908, 8,328.

The Local Executive Committee at San Francisco, through its four Committees on Advance Memberships, secured 5,242 advance members. This number may be increased as the final reports of all the committees have not yet been made.

To the total memberships given above will be added to complete the record for the year 325 members enrolled at the Mobile Meeting of the Department of Superintendence, of which 122 were new active members and 203 associate members. There will also be added approximately 6,000 active members not present at San Francisco who will pay dues for the current year, and such additional new active members as may be enrolled before the active membership list for the year goes to press, about November 1st. The total enrollment for the year will doubtless reach approximately 18,000 members.

Irwin Shepard, Secretary.

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Book Notes

Simple Problems in Industrial Arithmetic for Grammar Grades, is a useful book for teachers. It is by Brenelle Hunt, New England Pub. Co., Boston. The book contains hundreds of problems on pertinent everyday affairs. Every grammar grade teacher needs this book.

* * *

Ginn & Co., the Boston publishers, Selden C. Smith, agent, San Francisco, has recently published in the Standard English Classic Series "Selections from the Old Testament," compiled and edited, with introduction and notes, by Henry Nelson Snyder, president, and professor of English Literature, in Wofford College, Spartanburg, S. C.; Standard English Classics "The Oregon Trail" of Francis Parkman, edited, with introduction, notes and map, by William Ellery Leonard, assistant professor of English, University of Wisconsin; Standard English Classics Series, "Selections from Huxley," edited by John P. Cushing, head master of the New Haven High School. This work includes the Autobiography, and three lay sermons: On Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk. A concise introduction and adequate notes complete with the volume.

* * *

"Selections from the Letters, Speeches, and State Papers of Abraham Lincoln," edited, with introduction and notes, by Ida M. Tarbell. 16mo, cloth, xxvii—124 pages, with frontispiece, 30 cents. This little book is founded on the compiler's conviction that the most practical and inspiring guide our history offers for developing genuinely democratic Americans is the life of Abraham Lincoln. Coupled with this conviction is a second, equally strong, that the best place to study Lincoln is in his own writing.

The collection has been especially prepared to meet the College Entrance Requirements in English for 1913-1915. Teachers will find Miss Tarbell's introduction and suggestions for study particularly helpful. Ginn & Co., Publishers.

* * *

"An Inland Voyage and Travels With a Donkey," by Robert Louis Stevenson, with introduction and notes by Louis Franklin Snow, Dean of Teachers College, State University, Lexington, Ky. School boys and girls for some time have known the stimulating character of Robert Louis Stevenson as a writer of stories through the medium of "Treasure Island," "Kidnapped," and "The Black Arrow." His skill as a poet is also familiar to them. With his essays, travels and letters they have but little or no acquaintance. These types of literature hardly seem to them attractive. Yet the intimate character of Stevenson's work in general and the intensely human manifest in "An Inland Voyage" and "Travels with a Donkey," appeal in a peculiarly direct and attractive manner to the most vital interests of youth. It is only necessary to bring these writings before them in an unforbidding form to secure from young readers that wholesome attention which lies at the basis of all progress in culture. Ginn & Co., Publishers.

* * *

"Commercial Geography" by Albert Perry Brigham, professor of Geology and Curator of the Museum in Colgate University, Hamilton, N. Y. The author seeks in this volume to set forth the principals of commercial geography, offering, so far as space permits, the more important facts about our own and other countries. These principles are inductively approached through a study of the five most significant of the world's commercial products—wheat, cotton, cattle, iron and coal. Particular emphasis is laid upon the commercial geography of the United States. In addition to the usual range of subjects, a chapter on water resources deals with this highly essential phase of present-day commerce. Chapters on Concentration of Industry, Centers of General Industry, Transportation, Communication, and the Relations of Government to Commerce mark the permanence and educational value of geographic relations as compared with changing statistics. The work is fully illustrated with diagrams, maps, and photographs. These are closely related to the text. The maps are not overloaded with data, and are a distinct and large contribution to the teaching material. Suitable supplementary aids for teachers and students are in contemplation by the author. Ginn & Co., Publishers.

* * *

"Education as Growth; or The Culture of Character," by L. H. Jones, president of Michigan State Normal College, Ypsilanti. "Education as Growth; or the Culture of Character," is distinctively a book for parents and teachers. Without undue technicality, it makes application of the latest results of study in psychology to the problems of home and school education of the young. Throughout the work is optimistic and inspiring, indicating what is worth while in life, and showing how to inspire the young with a desire for happy and useful living. The nobility of service and the transforming power of high ideals shine forth on every page. Ginn & Co., Publishers.

LIFE'S THREE QUESTIONS

The three great questions of life are: "Is it right or wrong? Is it true or false? Is it beautiful or ugly?" These our education should help us to answer, and in so much as it fails it will lack in reaching a proper physical or moral standard. When the college girl returns to her home, whether it be her parents' or her own, her college training should have fitted her to answer these questions in relation to the fundamental needs of life, in food, clothing, and shelter. This education I believe the teachings of home economics to give. General culture not alone means the capacity to understand and appreciate, but to react on the resources, and these problems in the large mean the preservation of health, the prompting of physical vigor, and the material well-being of the race—Harper's Bazaar.

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THE

WESTERN JOURNAL OF EDUCATION

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

The Roughest County

I've just had the grandest trip that ever was, into the wilds of Mendocino County, in company with Superintendent Babcock, who was making his regular rounds a-visiting the schools.

Mendocino seems to me the roughest county in the State, geographically of course, I mean. It is long and narrow, like California, and like California, it fronts the ocean with one of its long sides. Its whole surface is a series of lengthwise north-and-south ridges or wrinkles with furrows between. From these, short ridges put out toward the sea. The roads go steeply up these ridges in never-ending succession, wherever you may go. Sometimes they talk of cutting this great county in two; but strange to say they would cut it not by an east and west line into two compact chunks, but north and south into two elongated and emaciated shoe-strings.

* * *

Up-to-Date

Mr. Babcock is one of those progressive and up-to-date superintendents who have adopted the automobile for school visiting. He drives a Reo car with skill and precision; and if you could see the roads he goes over you would wonder at the hardihood of man. I rode with him day after day for a week or more and each morning looked in the glass to see if my hair had turned white. We went from Ukiah to Mendocino City from 1 o'clock till 5, or some such a matter—a road that required two days for me to drive a team over several years ago.

* * *

Unaccustomed Names

From Mendocino City we drove north, hugging the coast and keeping on till the Humboldt line was reached. How strange and new the places sounded—Westport, De Haven, Union Landing, Hardy's, Rockport, Cottoneva, Usal, Moody, Andersonia. I'm somewhat familiar with California, but those names were foreign to my ears. Most of them were within sight and hearing of the black, rocky, surf-beaten shore. The country is a timber region and the people all talk, breathe and live in terms of lumber, railroad ties and tan-bark. The people are strong, hearty, whole-souled and free-hearted.

* * *

Didn't Get a Bite

It's a strange thing that people never care about nor appreciate the things they have closest at hand. These northern shores are the home of countless fish, the choicest of foodfishes and shell-fish—salmon, perch, cod, abalone, mussels, clams. Yet the people seem rarely to put them on the table. The waiter girls chant the usual hotel routine—beefsteak, mutton chop, liver and bacon, hamburger—but never a breath from the sea. I kept calling the superintendent's attention to this until he grew desperate. He stopped for an hour at one place, borrowed a fishing line and undertook to catch me a fish himself, to stop my mouth. Alas, he didn't get a bite! On the whole journey we never tasted sea food but once.

* * *

At Union Landing

At Union Landing we officiated at the first day of school for a new district. The little teacher, fresh from Pennsylvania, had to call her little flock together for the first time in the little house afar in the woods with the august and overpowering presence of the school trustees, the county superintendent of schools and the State superintendent to boot. Tough, wasn't it? And she had no supplies, no books, no chalk, no nothin'!

This is a type of the northern Mendocino shipping point. Lumber, ties and tan bark are the staples. There is no wharf, bless you, no. No vessel would dare come near enough to wharf. If she can come within three or four hundred yards of shore and anchor, ready to pick up and run to the open sea at a moment's notice, she is doing well.

* * *

How They Do It

It is interesting to see how they transfer freight at these northern landings. A dizzy platform is built out over the rocks, fifty or sixty feet above the boiling surf. A heavy anchor with a float is fixed out in the sea beyond the place where the vessel lies—700 feet away at Union Landing. A heavy cable is stretched over the vessel, from anchor to the lofty platform. An engine on the platform draws a pulley back and forth upon the cable. The tan bark and ties are loaded on little open cars, which are hooked to the pulley and slid down to the deck of the vessel. When a passenger wishes to embark, he or she must go down the same frightful way. If he doesn't like it he can walk or stay at home.

* * *

Mendocino's Sin

No county in the State has sinned so much as Mendocino in the destruction of the forests of tan oak. This splendid tree covers many thousands of acres of the uplands. Tan bark has been one of the staples of the county for decades. When a man takes up a claim or buys out a hill ranch, he reckons its value in the cords of tan bark on its standing trees—350 cords, perhaps, or a thousand cords. The land and the timber are not significant, but the bark—that is ready money.

But to get this ready money in hand to spend, it is necessary to chop down the ancient oaks, big and little, peel off the bark and pack it out on mules to a wagon road. The great trunks and limbs of solid oak, white and shining in the sunlight, are left to dry up and rot away on the desolated slopes until a forest fire comes along to quicken the waste. Millions upon millions of feet of useful lumber, fit for any of the purposes oak is good for, have thus been squandered, and are thus being squandered.

Art-Industry-Education

THE supreme purpose of all instruction should be to reveal Beauty to the opening eyes of childhood; to make the world so lovely that everyone will wish to live the Beautiful Life; to teach children to work for the joy of the working, wisely, and for some lofty purpose, to make work and service mean the same thing at all times and in all places; to point out the largeness of life with all it has meant from the very beginning of time, to give children the benefit of the Past and the Present so that they may form the Future wisely, which is in their hands; in a word to relate Art and Industry and Education in the Child's life so that he shall be indeed the Captain of his own Soul.

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Tardy Recognition

Of course the folks who are really responsible for this sinful destruction of good stuff that the world will suffer for later on are we, the people—our representative government. We are too ignorant and childish as yet to see that this tan bark should remain on the trees until the world needs and uses the whole tree, no matter whether that be ten or fifty or a hundred years hence. We must grow wise enough to see that individuals, for the sake of immediate gain, cannot be permitted to destroy the stores of the future, if our country is to continue its life. The foolish boys must be prevented from swapping off the school desks for peanuts.

The value of this wasted oaken wood is beginning to be tardily recognized. At Fort Bragg is a hard-wood sawmill and planing mill that is working some of it up into flooring, finishing and other inside materials.

* * *

The Tan Bark Trade

Tan bark is sold by the cord, nominally, but really by weight, as 2500 pounds of dry bark is required for a cord. It is shipped to the tanneries of San Francisco and San Mateo County. The thickest bark from the largest trees is most highly prized. It is so laborious to pack out of the deep woods and haul out of the hills and load upon the vessels that it does not yield the owner of the land much money after all. In some places factories are built in the woods for extracting the tannin from the bark and shipping it out in concentrated form. The bark is ground up like saw dust and the juice soaked out in vats. This juice is boiled down till it is thick as syrup and shipped in kegs to the tanneries.

* * *

Split Schoolhouses

In the redwood forests we found schoolhouses very remote and very primitive. Some are not even on a wagon road, but can only be reached afoot or a horseback. More than one we saw that was split out of native redwood almost entirely. The joists were split, the studding, the rafters, the roof, the window-frames, the doors—the only bit of sawed-lumber about it would be the sash for the windows that were brought with the glass already in them. Even the children's desks and the teacher's table would be made of split redwood—sometimes of queer antique models. It is wonderful, though, how neat and pretty these split buildings can be made to look. Some are very nicely painted, with a handsome flag, and bear favorable comparison with schoolhouses anywhere.

* * *

The Lombardy School

One school we reached on the tip of a breezy mountain top. Green forests of oak and pine filled the canyons below it. Range upon range of blue mountains succeeded each other round about, and into the dim and lofty distance as far as eye could see. A flagstaff stood in the yard in front and I saw the whole school raise the stars and stripes to the peak. There were nine children in this busy and earnest little American school, far in the mountains of Mendocino. Let me call the roll:

Teacher, Miss Maggie Mazza

George Zeni	Victor Macksenti
Fausta Zeni	Sedalia Gianoli
Mary Christiani	Teresa Zeni
Albert Zeni	Carmela Perli

Albert Gianoli

The great object of our schools is to make good American citizens.

* * *

Way Down on Eel River

The farthest school to the north was Andersonia, and to reach it we had to pass through a part of Humboldt County. The teacher and presiding genius of the place is Mrs. Lilley. She is a lily of the valley, a bright and shining star. She can teach and she can shoot a rifle and she can cook like Mr. Delmonico himself. She had trout and chicken and wild raspberry pie and green corn—and every meal better than the last! She is a wonder.

She came out to these remote and desolate wilds half a dozen years ago to teach the school—and married a tall and handsome young lumber man from the neighboring mill. They settled down in a little white cottage with vines clambering over it and bright posies filling the yard. She has taken up a timber claim, worth a million dollars, more or less. She has chickens and cows and pigs and a dog. I hope and pray that she may live until after I go there again, for the flavor of her fried chicken haunts me still.

* * *

A Bear Story

In Mrs. Lilley's front room was a large and handsome bear skin rug. I asked her tall young lumberman about it. He was one morning moved to investigate the prolonged and doleful squealing of one of his hogs in a pine grove near the house. He found that a big bear for half an hour had been devouring the hog alive, eating the choicest parts of his tender loin and hams. 'Tis a fashion with bears.

After various adventures the bear was shot by a small boy who was tagging along. The hog was shot to put it out of its misery. The bear skin adorns the front room; and I have one of its tusks in my pocket as a souvenir.

When Nature decides on any man as a reformer she whispers to him his great message, she places in his hand the staff of courage, she wraps around him the robes of patience and self-reliance and starts him on his way. Then in order that he may have strength to live through it all, she mercifully calls him back for a moment and makes him—an optimist.—William George Jordan.

General Science in the High School

By Lewis B. Avery
Principal of High School, San Jose, Cal.

General science today, to use the Harrisonian and Hegelian terminology, seems to be in the state of "becoming."

The call for a general science course is based upon the fact that by the present arrangement a student obtains a one-sided scientific education only and has no general knowledge of the scientific field on which to base a rational selection of the paraicular science or sciences he is to pursue.

The general science course proposed aims to spend the ninth year or possibly the seventh, eighth, and ninth years in obtaining a general acquaintance with the scientific field. Three modes of presenting general science have been prevalent.

First has come the eclectic course—a little from each of the sciences. This has proved unsatisfactory since no coherent theory can be set forth in the time allowed.

A second attempt has been to make interest the guiding principle, but the results have been too fragmentary to admit of any valuation being placed upon them.

The third and most definite solution has been to make physiography the core of the subject dementing together the natural laws which have operated to make the earth the home of man. This is the most adequate of the three solutions suggested.

Fourth, the general science course herewith proposed is based upon the fact that the applications of science to life constitute the principal environment of youth, and it is urged that this "application of science to life" be made the organizing principle of the subject, and that phenomena be treated under the following heads:

Sanitation and hygiene, food, shelter, and clothing, heating, lighting, communication, transportation. These may serve as points of departure into the fields of applied science and natural laws, and as chart and compass to the teaching of general science.—Extract from address delivered at the San Francisco meeting of N. E. A.

And none but the Master shall praise us,
And none by the Master shall blame;
And no one shall work for money,
And no one shall work for fame;
But all for the joy of working.
And each, in his separate star,
Shall paint the thing as he sees it,
For the God of things as they are.
—Rudyard Kipling.

It may be true, as President Benjamin Ide Wheeler says, that "Women do not understand boys, and to have them taught by women tends to weaken the future male generations of this great nation; the fibre of manhood is not strengthened as it should be. What boys want is men to teach them, and the practice of allowing women to do so, after the boy has passed the age of thirteen, should be eliminated"; but it always has a brassy ring when a man has to say it. —American Teacher, for September.

Chico State Normal School

There are many things which combine to render the State Normal School at Chico a desirable place in which to seek a higher education. The school is located in an environment which is healthful and beautiful and at the same time alive and progressive. The Normal building is situated a few rods from a mountain stream, near the center of a campus of eleven acres. The campus is ornamented with a magnificent growth of trees and flowers equaled by only a few of the vast properties owned by the State.

Around it lies the City of Chico, a rapidly growing educational and business center of northern California, with a population of about twelve thousand. Chico has an excellent electric street-car system, a sewer system, a handsome new Carnegie library building, situated one block from the Normal grounds, and several fine parks and new churches, and is now spending $150,000 in street, public buildings, and fire protection improvements.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish to avail themselves of their privileges and benefits. The place offers a great deal of opportunity each year for good, wholesome, and cultivating entertainment.

Board and lodging, in approved private families, averages about twenty dollars per month. Suites of furnished rooms, in approved private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to twelve or fourteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians.

The State Normal building is a fine modern structure of thirty-six rooms, and equipped with a modern heating and ventilating plant, chemical, physical, and biological laboratories, library, gymnasium, apparatus, and materials for thorough and efficient work in all departments. This building is now supplemented by a new Training School Building, especially equipped for industrial and manual training.

Among the features of the school worthy of special mention as offering special advantages, are the Museum, the Library, the Gymnasium, the Lecture Room, and the Assembly Hall. The Museum is a large, well-lighted hall, which serves not only as a repository for very valuable historic and scientific collections, but also as a recitation room, laboratory, and workshop. The library consists of about sixteen thousand volumes, and subscribes to about fifty periodicals. It is large and carefully selected, is thoroughly organized and well arranged, and placed in a large, pleasant, and well-lighted apartment. The gymnasium is provided with shower baths, a running track, and other apparatus for various kinds of physical training. The lecture room is provided with graduated seats and a fine stereopticon lantern. Illustrated lectures are frequent features of the recitations and the chapel exercises. The recently enlarged assembly hall has a seating capacity of about six hundred.

Especial opportunity is offered to those who wish to prepare to teach music, physical culture, domestic science, and agriculture.

Students are required to provide themselves with ordinary student supplies and some of their text-books. The free use of such text-books as the library owns is granted to all pupils. A book exchange is maintained under the management of the Y. W. C. A., where students may exchange, buy, or sell second-hand text-books. A charge of one dollar per term is made for materials, such as paper, chemicals, etc., in drawing, manual training, and laboratory work.

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics are managed by the Young Men's and Young Women's Athletic Associations; the Normal Record, a bi-monthly magazine, is issued by an editorial staff and board of managers elected by the students. There are two debating societies, the Platonian and Illakawin, which meet every other week. Intersociety debates are held as well as contests with other normal school teams. The Young Women's Christian Association has a vigorous chapter. Each class has its separate organization, with officers elected each term. It has become customary for the classes to entertain one another twice a year. In addition, the students, as a whole, are organized under the name of The Associated Students of the Chico Normal for the purpose of transacting business pertaining to general student affairs, and of auditing the accounts of the minor organizations. They also maintain a steadily increasing loan fund for the use of students in need of such aid.

Three times each week throughout the school year the chapel period is devoted to exercises of literary or musical character. The school owns a good stereopticon lantern, which lends valuable aid in illustrating. A special effort is made to bring lecturers and speakers for the students. During the past year, among others, we have heard the following: Opie Reid, the lecturer; Frederic Warde, the actor; University of California Glee Club; Dr. Davis, University of California; Dr. W. H. Crawford, President Allegheny College, Pennsylvania; Dr. Maxwell Adams, University of Nevada; Loyal L. Wirt, traveler and lecturer, Oakland, Cal.; L. H. Weir, Field Secretary, American Playground Association; Professor Wm. Carey Jones, University of California; Mrs. Deardorf, Organizer Humane Society; Dunbar Quartette; H. W. Williams, Shakespearean reader; Lieut. Gov. A. J. Wallace; Miss Ednah A. Rich, President of the Santa Barbara State Normal.

The demand for trained teachers is growing constantly. While a large percentage of those who obtain certificates upon examination remain unemployed, the graduates of the normal schools seldom fail to secure good positions, and their work is coming to be recognized more and more as greatly superior to that of the untrained teachers with the same native ability. Graduates of the State Normal School at Chico are now employed in over forty counties of California and in many of its larger cities.

Under the laws of this State and the recent decisions of the Supreme Court of the State of California, all county and city superintendents, and county and city boards of education, must recognize the diplomas of the State Normal Schools, and issue certificates thereon, which shall entitle the holder thereof to teach in any primary or grammar school.

The demand for teachers is so great that the outlook for all trained normal graduates is most encouraging. The men who enter and remain in the work made especially rapid progress toward the positions of greater responsibility.

Trained teachers are being sought as rapidly as they can be supplied. Especially is there a dearth of able and earnest young men. We look the coming year for a greatly increased attendance of young people who desire to enter teaching well trained. Our course in manual training and agriculture offer especial opportunities for young men.

To Superintendents, Principals, and School Trustees: In behalf of the work of this institution the faculty wishes to announce its readiness to aid in supplying good teachers and supervisors of special subjects.

Very often there is a call for special teachers of music, domestic science, art, or manual training, or, in the smaller cities, for teachers who can instruct in these subjects for a part of the time, say half a day, and fill upon the time with the other common branches. By virtue of the six-year course, we are training teachers who are capable of specializing in Music, Art, Manual Training, Domestic Science, Nature Study, Elementary Agriculture, School Gardening, and the like.

The Chico State Normal School faculty holds itself ready to aid teachers of California by individual help, where possible, through correspondence or conference, or by institute instruction, along the following lines: English (including grammar, composition, and literature); Mathematics (including bookkeeping); History (including civics and school law); Physiology, Natural Science, and Elementary Agriculture; Music; Art; Geography; and General Pedagogy and Methodology.

Applications for teachers should be addressed to the Appointment Committee, care of the president of the school, and should contain a careful statement of the conditions under which the teacher must work. The Appointment Committee will do all in its power to make the very best possible selection. Those graduates who desire positions should file their requests with this committee.

The Normal School has just received from Mrs. Annie E. K. Bidwell the gift of a most valuable city lot. This land, adjoining the Normal grounds on the east, is to be developed into a modern and model playground.

The Soil

By C. A. Stebbins
University of California

All exercises should be performed at school or at home.

1. Place in a medium-sized bottle a small amount of garden soil. Add water until the bottle is nearly filled. Shake well and set aside.

2. Examine closely samples of clay and sand. Roll each about and feel both. Note the size of the particles.

3. Secure a sample of garden soil. Note the pieces of decaying leaves and other vegetable matter. Heat over a flame a small tin of garden soil. Note the burning and the odor.

4. Obtain samples of sand, clay, and garden soil and expose them to the sun for an hour. Which is the warmest; which the coldest?

What Soil Is

Do you know what soil is? A great many children and a great many fathers and mothers think that soil is merely "dirt." Dirt which has to be washed from hands and faces and which seems so much in the way. But soil is more than this. It is filled with little plants and animals, and many wonderful things take place in the soil. It is a great factory and store house where material is made and stored away. Look about you. Where did the iron and lumber come from which to build your desk? The soil. Where did the linen come from which makes the girls' dresses? It comes from the fiber of the flax plant that grows in the soil. From what is glass made? It is made of sand which is a part of the soil. Ask your teacher to tell you how linen and glass are made. The soil furnished all that you need to make you comfortable and happy. Nearly everything about you came from the soil. Examine them and see if this is not true. You should know more about this soil which includes so much.

Examine the bottle after completing Exercise 1. The largest and the heaviest particles at the bottom are sand. The finest particles just above lying on the sand and floating in the water are clay. The little particles of leaves, twigs, etc., resting on the clay and floating on the surface of the water are humus. Thus soil as a cold dead thing is made of sand, clay, and humus, but soil as we wish to know it contains more water, air, little plants and animals and their dead bodies. Estimate the relative amount of sand, humus, and clay.

80-100 per cent sand means sandy soil.
68-80 per cent sand means sandy loam.
40-60 per cent sand means loam.
20-40 per cent sand means clayey loam.
0-20 per cent sand means clay.

Characteristics of Sand, Clay and Humus

The sand particles are the larger and they roll about more readily than do the clay.

Sand contains little food for plants but makes soil loose and open so that air and moisture may be obtained by plants. Sandy soils plow easily. Sand is heated readily by the sun as you learned through Exercise 4, hence it makes soils warm.

Clay is made of very fine particles. When it is moist it helps to bind sand. Clay is a storehouse for plant food. Clay is cold.

Humus, which is decayed vegetable matter, resembles clay more nearly than sand in size of particles, warmth, etc., Trees, flowers, and other plants add humus to the soil. Humus is very necessary. It holds sandy soils together and loosens soil containing a great deal of clay. Humus is a food storehouse for plants.

A brick chimney is made by piling one brick upon another. Nature piles sand particles and clay particles in such a way as to form "chimneys," or tubes, in the soil. The tubes made by the sand are larger than those built by the clay and the humus. The name for the soil funnels is capillary tubes.

Questions

1. What is soil?
2. Which is the heaviest, sand, clay, or humus?
3. Why are foothill farms usually sandy? Why are there so much clay and humus in valley soil?
4. Of what use are clay, sand, and humus in soils?
5. What are capillary tubes? Are the capillary tubes smaller or larger in sand than in clay?

WATER AND SOIL

1. Arrange tubes and bottles. Pour the same amount of water into each at the same time. Note progress of water through the soils.

2. Note the action of the water.

3. Ask your teacher to make you several fine glass capillary tubes. Stand these in colored water. Observe the action of the water.

4. Hold a cold saucer over the nose of the tea-kettle. Observe the drops of water as they form. This is an artificial rainfall.

5. Moisten samples of clay, sand, and garden soil (containing much humus), roll into balls and set aside to dry. Mix samples of clay and sand, humus and clay, humus and sand, moisten and place to one side. Note the general appearance of the samples before and after mixing; before and after moistening.

The Work of Water

You have learned that soil is more than "dirt" which gets in the way, and so water is more than something to drink. Let us see what the work of water is. In the ocean it beats upon the shore, breaking the rocks to form soil. The ocean swarms with animals which furnish us with food. Often the water seeps through the ocean bed, strikes hot rocks, forms steam, and bursts the side of a mountain. Drop a little water on the hot stove and see how active the water becomes.

On warm, clear days, water evaporates from the ocean, strikes a cold current of air, or a cold hillside, or mountainside, becomes fog or a cloud, and is carried over the land, and falls as rain. Then everything awakens. The farmer puts in seeds. The seeds send up the young plants and the country turns green and becomes alive with flowers. Water not only awakens the young plants but it carries food to them. The wells are filled. The rivers rush towards the ocean through the valleys, bringing soil from the mountains to the ranches below. If you dip up a little water during the rainy season, and set aside for a short time, the water will evaporate, leaving soil which it has carried for miles from the mountains.

Thus, water helps to build mountains; it helps to make soil, and carries it where it can be used best; it scatters and awakens seeds; it waters animals and plants, and carries food for all. Without it there would be no life.

Gravitational Water

A ball thrown into the air falls. The force of gravitation pulls it and all bodies towards the earth. The rain falls and sinks through the soil until it reaches a hard layer, which it cannot penetrate. This is called gravitational water. Gravitational water as it sinks carries some food to plants and awakens life in the soil. If the soil has not been plowed, this water may not enter. It may run off to the creeks and be lost in the ocean. Or it may run down a hillside, causing floods. What can be done to prevent the "run off?" Plowing opens the surface and holds the water until it soaks in. On a hillside one should plow around, not up and down. This is called contour plowing. Each plant has a mass of roots which is like a big sponge. Growing trees on the hillsides and protecting our forests will prevent the loss of gravitational water.

Exercise 1 taught you that gravitational water runs rapidly through sand. Land with a sandy base should not be bought, for the water would run through it and be lost, unless there is plenty of water for irrigation. By using a post digger, one may test land before buying.

Capillary Water

During the rainy weather the ground gradually, like a great sponge, fills with water. After the rains stop, the water in the soil climbs to the top slowly and is lost unless evaporation is stopped. This is capillary water. Capillary action is greatest in clay. Sometimes in trying Exercise 2, the water rises most rapidly in the sand. The water in the sand is a "short distance" runner, while in the clay it is a "long distance" one. You should never be satisfied with one experiment. Try it several times to see if the same thing happens each time.

Clods and Water

Capillary action in the tube of cloddy soil, Exercise 2, was very slow. It is the capillary water which nourishes the plants during the dry weather. The seed bed should be very fine and contain much clay. A cloddy bed would dry out quickly and water would not climb to the seeds.

The Mulch

If in Exercise 3, you should break the small tube below the surface of the water

in the tube, what might happen? How might the overflow be stopped? Soil, water is continually flowing out the capillary tubes. They may be filled by breaking them with a hoe or rake. This careful breaking up of the soil surface forms a mulch which prevents the water in the soil from escaping. Enough rain falls each year in most countries to grow plants without watering, if the water is kept from escaping. Your motto in the garden should be—work the watering can less and the hoe more.

Dry Farming

The plowing of soil to catch the rain, the mulching to prevent the escape of the soil water make up what is called dry farming.

Questions

1. What causes a volcano?
2. Name the uses for water.
3. What is gravitational water? Of what value is it?
4. How may gravitational water be saved?
5. Why is soil on a sandy bed poor to buy?
6. What is capillary water? In what kind of soil does it work best? Why?
7. Of what harm are clods in a seed bed?
8. How does the farmer get rid of clods?
9. What is meant by a mulch?
10. How does the farmer make a dirt mulch?
11. What is dry farming?
12. What is a good motto to follow in gardening?

EVOLUTION OF FARM TEACHING

It has been a delight to see the evolution of teaching for the farm. In one normal school we have watched the evolution:

In 1900 they called it "Applied Botany."
In 1902 it was "Nature Study."
In 1906 it was "School Garden."
In 1909 it was "School Agriculture."

Now they have a real farm of six acres, and the students are learning to run a farm, and they studw real life in a real way. They raise things in the right way. They make the farm pay. They develop brain power and attain culture as well as a knowledge of what to do, how to do it, and when.—Journal of Education.

THE TEXT BOOK PROBLEM

The text book problem for the State of California is not yet solved. The text book committee has expressed itself in favor of having manuscript prepared to order. This system was tried out from 1884 to 1898. Editor Raymond, Mrs. Edwin Markham and Mary George worked faithfully to produce satisfactory text books. The elimination of the book companies was complete and yet the conditions were not ideal. Dr. Burk and his assistants have a tremendous task. It is not worth while. One of Dr. Burk's graduates imbued with the spirit of a great teacher is worth more to the State of California than all the language books and spellers the new State book factory can turn out.

Health of School Children

By Robert J. Aley
President of the University of Maine

We have come at last to agree that health is a valuable asset. In the past we have been too much blinded by the economic result to give that attention to human conservation that it demands.

No state can be great except that its greatness is shown in its men and women. These can be great only as they are strong and vigorous. Every sick and weak individual is a loss to the state. The weak man must be cared for by the man who is strong. The only way to have strong, well men is to give the children a fair chance and the square deal.

Perhaps the most important development in regard to the health of school children is found in the arrangements that have been made in a great many states and cities for medical inspection. One of the most striking results of medical inspection thus far is the proof that it was needed. Its effects have been so beneficent that the time ought not to be far distant when every school child in America will be thoroughly, carefully, and regularly examined by a competent and well-trained physician.

The greatest difficulty in the way of the proper care of health is the conservation of the public that expresses itself by saying that what was good enough for me is good enough for my children. Nothing but patient and persistent education will remove this barrier to progress. The school and the children should form a close alliance with the health officials. They should be in complete harmony and should work together for the safety and welfare of the child.

The school that convenes in a hygienic building, and whose pupils are properly and regularly inspected, is a source of health to the community. The opening of such a school shows a decrease in disease rather than an increase. It is a school of this sort that becomes an obpect lesson and an educational factor to the community in which it exists.

How far the school should go in the matter of personal and sex hygiene is a question not yet decided. It is to be hoped, however, that from the great number of interested students of this field of most practical hygiene there may come to us a body of truths and a form of presentation that will make it possible for the teacher of boys and girls from twelve to sixteen to give to them the instruction that will save them from future suffering, and make them the ancestors of a strong race.

A SPARKLING SPECIMEN OF EDUCATION LITERATURE

Boston merchants have been making loud complaint because young men and women who seek employment, cannot "address envelopes or bundle tags in a way so they can be read," although they have had eight years in the public schools.

The bad handwriting of these youngsters seems to be explained to the common mind by this extract from last year's report of the Boston School Committee:

"Improving the penmanship of the pupils in the public schools, has long been recognized as a matter of great importance. Poor handwriting has been the despair of the teachers and the reproach of the business men. Rapid and legible penmanship has been at times regarded as one of the lost arts, and were it not for the general adoption of the typewriter, the demand for better handwriting by the graduates of the public schools would be far louder than it is at present.

"To meet this insistent demand, the schools have labored unceasingly and at times almost despairingly. Slant has given way to upright, upright to medial, etc.; each system being hailed in turn as the all-to-be-desired path to legibility and speed. The employment of supervisors of penmanship has been considered as well as the adoption of a single writing book in place of the ten or twelve copy books on the authorized list. In 1907 it was decided to try an entirely different method and the board authorized the adoption of a system of business writing to be used exclusively in East Boston schools. . . In June, 1910, the board of superintendents recommended to the committee that this system be adopted for all the elementary schools throughout the city."

Think of the School Committee of Boston writing all this dull stuff about so simple a matter! If the subject were not within the domain of "Education," where plain things have a way of becoming difficult and complex, a person of common sense might be tempted to say:

"Give the 'kids' copy-books of any sort and make 'em practice—practice long and carefully." That method surely has been successful for a very long time in very many lands and languages.—World's Work.

Educational research, the Bureau of Education, the Departsments of Education in the Universities, the training department in Normal Schools have not devised any better method in teaching writing, spelling and arithmetic than the "drill method." A little work on the part of a pupil is worth the whole nervous system of a teaching trying to explain the unexplainable.

All those who are afflicted with preventable ill-health and consequent ill-temper, unhappiness, and pessimism, are miserable sinners. What they need is Justification by faith, Salvation by words and love, new hearts, re-creation. God's laws of health, physical, mental, moral, must ever be sacred. Don't break a pane of glass, and then whine because the rain comes in. Don't burn the candle at both ends, and then complain because there is no more candle. Don't overwork a year or two only to underwork the rest of your shortened life. Temperance or wise self-restraint has countless applications. Its possibilities are not exhausted when you turn your glass down at a banquet. If some self-indulgent persons would also turn their plates down, a world of good might also be accomplished. "Eat, drink, and be merry," says one, "but don't forget to pay the piper, Nature."—Frederick Allison Tupper.

Reorganization of American Education

By James H. Baker
President, University of Colorado

The problems are many, but three or four are vital and first to be considered in a brief address. These may may be stated as follows: Efficiency and economy of time in general education, industrialism and humanism, will training.

These criticisms are prominent: There is much waste in general education, including elementary, secondary and college. Of the material employed, little has permanent value, or, indeed, any value whatever, and less is retained. Of the methods used, only a small part gives power or character. Results are not proportionate to the time and expenditure, and the public are asking for shorter time, greater efficiency, and an adjustment of educational aims to real civic needs, both practical and ideal; but reform is slow. We are bound by traditions difficult to break. The question is complicated by all sorts of minor or inconsequent inquiries, when it should be a simple one of looking at the obvious goal and taking the direct road to it.

The first remedy is selection and elimination as applied to subjects and topics of study. Extent of ground covered as a criterion for promotion or for admission to college is the American standard of quantity applied to our education.

The next source of economy is adapting method to the nature of the subject. The doctrine that all subjects have a like value should be taught in the same way and produce the same results, I believe, to be utterly false and everywhere harmful. Subjects of prime importance whose principals have the widest application are especially fitted to cultivate accuracy, perseverance, and endurance. Others should be taught by other methods requiring less of the pupil's time and energy. Some fields should be covered by reading, talks, and lectures, with no view to examination.

Waste occurs in certain culture work of the grades. Too little may be left to soul development through the influence of natural surroundings. Nature is subject to too much paternalism.

Other ways of economy may be merely mentioned: Avoid excessive use of rules of method; save time from the laboratory for a knowledge of the subject; for interest and motive create a vision of the value of the best things; use illustrations from the life of today, and in every way vitalize the work of instruction.

By the methods suggested it is believed that as much can be accomplished at eighteen as now at twenty, as much at twenty as now at twenty-two; that the whole period of education, general and special, can, without loss, be shortened at least two years.

This country should adopt either the English or the German type of university, but not both. It is proposed to end the college and begin the university at twenty instead of twenty-two, thus saving two years. Do not misunderstand at this point; the idea is not to lower the standard of American education, but, rather, to readjust and strengthen it. The university, that is the graduate school, and the last two years of college should be taken together and reorganized into one division of education, namely, a real university, preparation for which should end at twenty. The plan would eliminate the duplication between high school and colleges, and reduce the time limit of preparatory education. It would offer university methods earlier—an immense pedagogical gain.

In view of such considerations, the committee referred to have agreed provisionally to a time scheme as follows: Elementary education, 6-12; secondary education, 12-18 (two divisions, four years and two years); college, 18-20 or 16-20; university (graduate school and professional schools), 20-24.

Let us see what are the essential consequences of this time scheme in terms of pedagogy. Many processes of mental training are easier in the earlier years. Beginning high-school methods at twelve will meet the need of pupils who, at that age, are restless and are seeking larger and more varied interests. Twenty is a better age to begin genuine university work than later, when the mind is less elastic, energetic, and adaptable. Elimination of useless material will stimulate the interest of pupils and result in harder and better effort—the time would be filled with important work. It lessens the period of work that to the pupil appears void of purpose. It makes a better division of time between receptive study and the larger motor activities.

Moreover we must consider results in view of the just claims of our civilization today. The proposed time scheme makes a better economic division between preparation for life and active life. It enables men to become established in life earlier, and to give more of their best years to social service. It will keep a larger number in school through the elementary and preparatory period. It will eliminate waste and foolishness, and thus make more serious and efficient citizens. By introducing earlier the methods that produce power, and by selection of the fittest, the proposed reorganization of college and university will enhance the intellectual strength of the nation.

Industrialism and Humanism

The problem of reorganization includes very distinctly vocational education, and only a beginning of the solution has been made in this country. The material interests of the country must be promoted by the extension of commercial, industrial, technical, and trade instruction. The rights of the individual and the welfare of society require practical training leading toward useful occupations for a large class of youth whose period of education is limited.

I believe that most progressive men, who represent high schools and colleges, in a general way take the affirmative of this question. But men who take a broad view cannot go the entire way with the radicals. To begin industrial training before the foundation of education is laid, to teach the principles of science only as growing out of industrial needs or the applications of science without science, to yield children to the merciless demands and economies of trade, to provide vast and expensive special equipments of every kind when the great problem is to connect all vocational training with existing plants and actual industries, to ignore all culture and deny the possibility or value of general education—these are at least objectionable propositions. If there is a demand for the practical, there is also an insistent claim for the humanistic side and for profound scientific knowledge.

I believe we must adapt to present needs the essential principles of humanism. We may assume what it should mean today. It believes in the value of organized and transmitted knowledge, in discipline from studies, in selection of the best. It accepts the best in tradition, and works on the plan of keeping civilization alive. It believes in pure ideals, in standards of excellence and character. It advocates a culture that has a moral backbone. It places character above success, and wisdom above knowledge. Since humanism is interest in the lives and thoughts of men as revealed in language, literature, and history, it may include all the implications of his nature. Hence it stands for an idealism that makes of the universe a living thing, sees in it a universal will, holds as supreme some form of reverence, and a mighty faith in the affirmative side of things. Withal, it stands for real progress, wise sympathy, and a democracy that gives a just opportunity for nobility of intellect and character.

There never was so great a need of an intelligent view of the place of humanism in education. Leaders of educational thought have here their greatest work—nothing short of giving teachers and the public a sound philosophy of life, a true estimate of real culture, and the ways and means of making humanistic studies effective in education. This view is not an argument for classics, only for the principles of humanistic study; it does not neglect science or industry; it endeavors to maintain a proper balance in education. The people demand that the spiritual side shall find a place in our schools and in our national life, and any scheme of reorganization must reckon with the fact.

Will

If there is a criticism more just than another, it is that the schools do not give satisfactory results in terms of will. Will training is the third of the vital problems of reorganization. This is an evil of society, but also of the schools, and because much of the educational philosophy is soft. Rousseau's doctrines are not a safe guide in character-making. If nothing else, the schools must teach accuracy, perseverance, and endurance. A child that suffers no hardship is on the road to perdition.

I know the ethical significance of science and of industry; they give society a kind of material moral backbone. But many mechanical occupations require more than skill. As machinery more and more does the work of the world, the demand for responsibility will increase—the sense of duty that

prevents waste and loss and accidents. The lack of efficiency in most industries and professions, when it is not a lack in foundation education, is largely moral. Humanism regards not the work only, but man's attitude toward it. The business world will make a fearful economic mistake if it insists on making of youth machines instead of men.

In a larger sense will depends upon great life motives that control the aims and acts of every day. It shall be a chief work of the reorganized schools to inspire youth with a few of the great sentiments that are the saving principles of the nations. These must be made convictions such as men fight for, like the chivalric sense of honor or truth. Bacon, Pestalozzi, Froebel, Spencer, misunderstood and misapplied, as they often are, may do much to weaken a healthy philosophy of education and life. There is a lack of food that makes men of sterner stuff. For the higher psychology of ethics turn to Plato, the Old Testament Proverbs that "open all the abysses with a word," the arousing and strengthening forces in literature, all prophets of the soul. Does anyone doubt that our civilization needs efficiency, the vision of a spiritual ideal, the strong will for great causes and moral crises? Does anyone doubt that the people are demanding these results from the schools? Does anyone doubt that reorganization must come, if not from within, then by outward compulsion, and that is it the better part for us to get about the work speedily?—Extract from address delivered at the San Francisco meeting of the N. E. A.

OPPORTUNITY

This I beheld, or dream it in a dream:—
There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes,
A craven hung along the battle's edge,
And thought, "Had I a sword of keener steel—
That blue blade that the king's son bears—but this
Blunt thing—!" he snapt and flung it from his hand,
And lowering crept away and left the field.
Then came the king's son, wounded, sore beset
And weaponless and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh, he hewed his enemy down,
And saved a great cause that heroic day.

—Edward Rowland Sill.

The Institute is a California institution established by law. Do not belittle it or dodge its responsibilities. Come resolved to get out of more hopeful and helpful views of life, wider outlook upon the world and an increased feeling of the dignity of our calling.—Edward Hyatt.

The Leisure Hour

The Preparation by the Public Schools for the Right Use of That Hour

By Virginia D. Heath
Principal of Oceanside School, San Francisco

Real education is that which trains for social efficiency and higher civilization and so the public school must train the men and women of the future, to think well, to do well, and to live well in their leisure hours as well as in their business hours.

There is need for greater preparation, for each year sees those leisure hours increasing, without adequate knowledge of how best to use them. Formerly a workingman worked until 6 p. m., now he works only until 5 p. m., which is one hour daily of extra daylight leisure; those five hours plus six hours of Saturday afternoon give a total of eleven hours of leisure a week, against forty-four hours of labor, which is one-fourth the amount of time to be spent in leisure as in actual labor; that is, of daylight time.

We must prepare for it, by giving a more liberal education—accuracy upon all subjects, we may not get, but some seeds will reach the right soil. Work must be done, and fatigue naturally follows; and so the leisure hour must be full of interest, to divert the tired brain and body of the worker from the trashy book, the cheap theatre, and the glittering show. Mere mind work will not do it; brain and hand must work together for practical results. It would be well if in each day of the child's life, the brain work and the hand work were equalized; then, in the man, they would be blended. "Knowing is doing," and "Theory soon creeps now into action;" hence, the strong need for more teaching of the mechanical arts, of domestic science, of sewing, of agriculture, etc.

My special plea is for more reading by the individual child. The average public school child does not love to read as he should, if his leisure hour is to be well spent. The fault lies not with the child; he has not the books to read. In most of the homes, there is a dearth of books; in many cases, only the discarded school books of the parents, or possibly some old fashioned books (sold cheap and price and familiar title appeal to the parent but not to the child); in some homes there is an encyclopedia, only the one book—not an interesting collection at best.

The public libraries are not entirely satisfactory, for even if conveniently near to the home, the child is not capable of selecting a suitable book, and the parents are too busy to do so. The public library and the public school should work together. Why cannot fifty books or more (depending on the size of the school) be placed in each school for a period of six months, for school and home use; real story books based on fact and fiction. Such a plan will give the teacher an opportunity to know the books herself, and to know the popular selection; to watch the influence of certain books upon individual characters. The interesting books will be read and re-read, and will be talked over by both parents and children of neighboring homes, unconsciously criticized favorably or adversely. In many cases the child's book will not be too simple for the parent's enjoyment, and will be read aloud in the evening, thus cementing the home life, and brightening the leisure hour. A somewhat similar plan, called the "School Library" is carried on in Buffalo and Cleveland; in Buffalo 39 out of 62 grammar schools are thus supplied with books. It is true that one San Francisco library has issued teachers' tickets, allowing ten books for two weeks' time, but such a plan is only good for reference work and the time is too short to make the plan practicable.

We want the child to know the books that he reads—to feel them—for, after all "it is the poetry, the song, and art of a nation that lifts that nation, made up of individuals, into higher living, and that in turn leads to the righteous ruling of our country and to the love of God and man."

AN HISTORICAL LANDMARK

Hon. Samuel M. Shortridge delivered an eloquent and scholar oration on Portola and the discovery of San Francisco Bay, at Montara, September 10, 1911. Mr. Shortridge is without exception the ablest orator the Pacific Coast has produced. His oratory has not only the charm of the purely classical, but he has wit, and emotion of the most popular orators of modern times. The occasion was the dedication of the monument to Portola, built under the direction of Harr Wagner, to mark the locality where Portola and his men camped when they discovered the Bay of San Francisco in 1769.

YOUR EYES

Your eyes are worth more to you than any book.

Your safety and your success in life depend on your eyes; therefore take care of them.

Always hold your head up when you read.

Hold your book fourteen inches from your face.

Be sure that the light is clear and good. Never read in a bad light.

Never read with the sun shining directly on the book.

Never face the light in reading.

Let the light come from behind or over your left shoulder.

Avoid books or papers printed indistinctly or in small type.

Rest your eyes by looking away from the book every few moments.

Longman, Green and Company of New York have published a series of readers, called the "Horace Mann Readers." The author claims to represent a serious attempt to apply educational principles to the teaching of reading. They have given an attractive children's book with a well constructed basal school reader. The First Reader treats of Child Activities and Interest, Bird and Animal Friends, Dialogues and Dramatics, Cumulative Stories and Jungles and Poems. These readers deserve very careful consideration from educational experts.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial

Reed vs. Roncovieri

Charles Wesley Reed in speaking before the Commonwealth Club of San Francisco September 16, spoke in behalf of the Constitutional Amendment No. 48. This Amendment opens the way for San Francisco to appoint instead of electing the City and County Superintendent of Schools. Mr. Reed attacked the school administration of Roncovieri, sugar coating it with kindly remarks about his affability. He used comparative statistics to condemn the work of the school department. The address of Reed left a very bad impression upon the majority of the people who heard it. First, because statistics lie. Second, because it is unfair to make the Superintendent of Schools responsible for all the ills of the school department when under the charter, and under the rules of the Board of Education, the Superintendent of Schools has but little power to put into effect reform measures. It is conceded that the law governing the selection of the City and County Superintendent should be changed. It is also conceded that the framers of the charter made a serious mistake in not unifying the power of all the departments of education.

The charge that Supt. Roncovieri has not the legal qualifications to teach a primary school is all right in a campaign, but is out of place in a careful consideration of the needs of the San Francisco school department.

Ex-President Eliott, of Harvard, under the rules of the State Board of Education, would not be entitled to a primary certificate in this State. Barret Wendell, America's greatest teacher of English does not have a college degree. President Wheeler has not the legal qualifications to secure a certificate to teach a public school

Neither by election or appointment can a school department escape the weaknesses of humanity. Chicago appoints its Superintendent of Schools. It made a number of failures until the Board of Education, as a last resort, selected the matchless Ella Flagg Young. The political activity of McClymonds in Oakland has been greater than the political activity of Roncovieri in San Francisco. The difference is that McClymonds has to elect a number of men on his Board of Education while Roncovieri only has to elect himself.

It is true of many of the city superintendents, not only in California, but everywhere. They are compelled to do politics for an elective board of education, so that they may make their own re-election sure. We need not only a change in our laws, but we need to create a better citizenship.

We need men and women in the schools whose mental attitude is not mere personal, political, or institutional pull, but civic righteousness.

The charge that the San Francisco school department in average daily attendance ranks next to the poorest in the United States may be based on statistics but statistics lie. The statistics of attendance in the San Francisco school department does not take into consideration the excellent parochial school where thousands of the San Francisco children are being educated.

There is need for new legislation, and great educational revival. There is need for a Moses to give us new laws but no man with a big stick can knock off a head or two and make all our educational conditions ideal.

* * *

The Halo for President Butler

Dr. A. E. Winship, in the Journal of Education of August 31, says: "The San Francisco meeting of the N. E. A. will ever give a halo to the Butler reign. Dr. Butler could hardly have hoped to go out of office and be forever a hero, but he has done it, and will be heroically regarded." As Dr. Jenkins so eloquently says: "Rats." The facts are as follows: When Dr. Butler could no longer run the N. E. A. he resigned. Like the majority of university and college men he has no interest in the program unless he is the program. As long as the elementary and high school teachers made up a purse and an attentive audience, Dr. Butler and others were willing to handle the funds and make addresses. When Ella Flagg Young decided to make a program and give places to the rank and file of the teaching profession the university president resigned—quit, got the sulks, refused to play, and resigned. The N. E. A., under the able leadership of Carroll Pearse, will be run in the interest of all the teachers, and will not be controlled by a few in the interests of the few. The spirit of democracy in its simplest form is dominant in every teachers association. The result in the N. E. A. will be followed by revolt in teachers associations everywhere.

This is the way Dr. Butler encircles the halo on himself:

Those observers of the downward progress of the National Education Association who felt sure that that once useful and honorable organization had reached the lowest depths of humiliation at Boston in 1910, must have received a shock when they heard the news from San Francisco in 1911. The existence of a still deeper and bifurcated abyss, the deeper half which was there tumble into, could hardly have been suspected even by the most pessimistic.

More than the usual number of men of straw appear to have been set up at San Francisco and energetically drubbed in the interest of high moral principle—and an office or two. The credulous young men of the local press printed without a murmur the usual annual instalment of the repetitous fairy tale which has been a feature of each meeting of the National Education Association for eight or ten years past, and which has driven so large a number of the men of character and scholarship from active participation in the work of the Association in sheer disgust. If the meeting was marked by a single paper of originality or importance, that fact failed to find a record.

It is worth observing that no mere man, however impervious his ambition or however lacking his nature in those finer feelings which, taken together, constitute a sense, has yet led or forced, or permitted, his friends to appeal from the findings of a representative Committee on Nominations to a room crowded with one-year excursionists who, under the present rules, masquerade as active members of the National Education Association, in order to get office for himself.

A list of the distinguished and representative men and women, who have been in the habit for years past of attending the annual meetings of the National Education Association, but who were not present at San Francisco, constitutes a vote of censure on those whose wire-pulling and trickery bid fair to ruin the association and its reputation, of a most impressive kind.—Educational Review, for September.

Dr. Butler's hysterical scream at "bifurcated abyss" will not be appreciated by the thousands of primary and grammar grade and high school teachers who attended the N. E. A. in San Francisco.

The charge that there was no record of a paper of originality or of importance proves that President Butler did not examine the records. If he had heard the papers of Ella Flagg Young, Dr. Jordan, President Wheeler, E. C. Moore and others it would have surprised him.

The hit at Katherin Blake that no mere man would be led, or forced or permitted to appeal from a representative committee on nominations is a beggarly appeal to the sex question. The fact is the N. E. A. in the past ten years has not had a representative nominating committee. To call the 1200 active members of the N. E. A. who met in Golden Gate hall "one year excursionists" is slander, and so far beneath the dignity of the president of Columbia University that it might be well for him to take a course in journalistic ethics from the editor of the Sierra Educational News.

* * *

The Panama-Pacific International Exposition will be one of the greatest educational forces that the world has ever seen. San Francisco for the next five years will be the star attraction of the universe. Beginning with January 1st, 1912, it will develop by leaps and bounds.

Rural Education Conference

University Farm, Davis, October 14, 1911

To All Interested in Rural Schools:

The California Country Life Committee, created by action of the First State Country Life Conference, held under the auspices of the University of California at Davis last year, and in accordance with resolution there adopted, issues this call for the appointment of delegates to a Rural Education Conference at University Farm, Davis, Saturday, October 14, 1911, beginning at 10 a. m.

While the purpose of the Committee is to further the whole development of country life in this State, the immediate object of this conference will be to discuss the needs of rural schools and, if deemed advisable, make recommendations to proper authorities, looking toward a redirection of this important branch of the public school system. It is charged, both in this State and throughout the nation, that rural schools fail to fulfill their best mission because they do not teach in terms of daily life of pupils, nor seek to interest and instruct in rural pursuits, nor impress the value and importance of country opportunities, nor inculcate country ideals.

These charges, if true, constitute a serious indictment, and we believe they should be given careful consideration. We should also learn what is being done by various agencies toward improvement and redirection of rural schools. All these points are to be presented and discussed at the conference in order that united action be secured and sure progress attained.

To the end that the conference may be truly representative of those most directly interested in the rural schools, delegates to this conference are invited as follows:

Honorary delegates:

His Excellency the Governor of the State.

The President of the University of California and the President of Stanford University.

The President of each of the State Normal Schools.

The Head of the Department of Education at University of California and at Stanford University.

The State Superintendent of Public Instruction and each County and City Superintendent of Schools.

Delegates to be appointed or elected, each with alternate:

Five at large by the Governor of the State.

One by each Subordinate and Pomona Grange.

One by each Local and County Farmers' Union.

One by each Chamber of Commerce, Board of Trade, or Improvement Club.

One by the Commonwealth Club of California.

One by each of the six districts of California Federation of Women's Clubs.

One by each High School teaching or contemplating teaching agriculture.

One by Council of Education of California Teachers' Association.

One by each State Normal School.

A rural schoolteacher, and a rural school trustee to represent the County Trustee Institutes, by each County Superintendent of Schools.

The conference will be held at University Farm, Davis, on October 14th, when the Farmers' Short Courses are in session, which begin October 2nd, and continue to November 18th. A rate of one and one-third fare for the round trip to Davis from all points in California is then in effect on all railroads. Luncheon for delegates at University Farm Dining Hall, 50 cents per plate. Afternoon session will be around the tables.

An early response to this invitation, by all persons and bodies named, will be appreciated. Send names of delegates with alternates to Leroy Anderson, Secretary of Committee, College of Agriculture, Berkeley.

By order of the Committee in session at Sacramento, August 31, 1911.

W. A. Beard, Chairman.
Leroy Anderson, Secretary.

> It would be part of my scheme of physical education that every youth in the State—from the king's son downward—should learn to do something finely and thoroughly with his hands so as to let him know what touch means, and to inform him of many things besides which no man can learn but by some severely accurate discipline in doing. Let him once learn to straight shave a plank, or draw a fine curve without faltering, or lay a brick level in its mortar, and he has learned a multitude of other things which no lips of man could ever teach him.—Ruskin.

THE OPENING OF THE SCHOOL TERM

Dear Teachers: Some of you will begin your terms' work in convenient, comfortable and attractive buildings, while some of you will find yourselves in school rooms having opposite conditions. For the latter it will be necessary to use tact in getting the janitor and pupils to assist you in keeping the school room neat and clean, placing some pictures upon the walls and making the school yard attractive. Some of you will find the school library in an untidy condition and unfit for visitors to see. Torn charts, ragged maps and broken desks will need to be removed, the trash cleared out and the books neatly arranged. The question for the teacher to solve is, "What can I do to improve conditions?" I have faith that the teacher will be equal to the question and solve the problem.

And finally to you, especially you who are just beginning to teach: Do not be discouraged if your pupils do not come up to your ideals, or if they have forgotten during vacation half that they learned last term. Dull and nervous children need our sympathy, help and most careful attention. Be kind and patient in dealing with them. Teach thoroughly and do not try to get on too fast. Remember you are laying the foundation for knowledge.

Sincerely yours,
PRESTON W. SMITH,
Superintendent of Schools.

Moral Education of the Child

By C. E. Rugh
Associate Professor of Education, University of California

Problems. The present pressing problem in education is to arouse in the life of each person dealing with children the conviction that the moral and religious development of the child is an immediate neecssity. The social order in which educators had the right to use the word "incidental" in reference to moral education is over. When the social unit and social order was domestic the school treated moral education as incidental in means and processes. In the new social order the school must seek first the moral development of each child.

A second problem to be solved at the same time with the first is the devolpment of a body of principles and practices by which good moral character may be developed.

A Tentative Solution. For purposes of this paper, formal education may be described as grafting social forms and achievements upon instinctive roots. The moral life is the response a person makes to the social order. Moral education aims to make the child able and willing to make right responses to social situations. This aim demands of the teacher: First, a working knowledge of the child's native tendencies up to and including present interests; second, a clear insight into the meaning and use of good social standards and customs; an insight gained only by right thinking and right living; third, such a knowledge of teaching as a fine art as to be able to graft these standards upon the child's native tendencies.

The social situations demanding moral responses are of two types: First, formal recurring ones—for these habits of right action must be developed by drill prompted and directed by moral motives; second, new and often perplexing situations—for these the child needs the development of good judgment and insight,—the ability and disposition for clear thinking before acting. In addition to the disposition to think around and through a new situation, the child needs formulas for analyzing social situations. This is the work of moral instruction. For this most teachers use examples, maxims, and rules. These are appropriate provided they are used as aids in analyzing instead of formal rules directing conduct. The Golden Rule never tells us just what to do, but it is the most successful formula yet devised for analyzing a moral situation. The school is a social unit providing the occasions and means for both processes in moral education. The kindergarten is the school representing the first stage in the new social order—the first formal attempt to teach responses to "the crowd."—Extract from address delivered at San Francisco meeting of N. E. A.

The fuss that is made over text books would lead one to believe that ninety per cent of the cost of education should be charged to books. The fact is that not over three per cent of the money expended on education is for school books.

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JOAQUIN MILLER'S POEM

Montara, Naples of my West
Montara, Italy to me
Montara, newest, truest, best,
Of all brave cities by the sea!

I'd rather own one wee bungalow
Where I mid-March away sit me down
And watch thy warm waves come and go,
Than two whole blocks of Boston town.

A WORD OF COUNSEL TO YOUNG TEACHERS

By F. G. Blair
Superintendent of Public Instruction, Illinois

In his monthly Educational Press Bulletin, Superintendent Blair of the Illinois Department of Public Instruction writes the following open letter to "Young Teachers":

"Are you going into a strange community to teach your first school? If you are, you must be prepared to receive much advice and counsel from your friends. Most of this advice will relate to ways and means of securing the goodwill and the confidence of the people of your district. And, no doubt, many helpful suggestions can be made as to the desirability of your entering heartily into the life of the community, of joining clubs and social organizations, of calling upon your patrons and extending your acquaintance as rapidly as possible. All of which directions may be good or bad, as determined by the good taste and tact and judgment with which you apply them.

"There is, however, one bit of counsel which can be given without any qualification. It applies to all conditions and to all teachers, young and old. Briefly stated, it is this: If you would have and hold the confidence and respect of your people, you must not only desire it—you must deserve it. Little plans and devices may win for you quick favor and popularity, but personal forth and real work alone can hold it. The people will want to know you, and will want you to know them, but they will want, most of all, that you teach their children. They will be quick to see and appreciate your cooperation and leadership in social affairs, but they will be as quick to condemn you if you allow your social activities to interfere with the success of your school. Your main contribution to the social life of the community must be your influence upon the intellectual and social life of your pupils. You may prove a blessing to the community in many ways, but the best blessing you can confer upon it is to instruct its youth in right habits of thought and study and conduct; to help them form correct views of work and play, of life and duty. Your opportunity for leadership is as big and glorious as your fitness and willingness to serve the best interests of the children of your district. Misunderstandings and misrepresentations may place you in a false light for a season, but you can hardly fail if you really merit success.

"The district has not employed you as the social, moral, political or religious leader of the community. It has employed you as its educational leader—the teacher of its children. Happily for both you and the community, if you are a real teacher, a real leader in educational affairs, you cannot fail to influence its life and thought and character. It is upon this solid rock of personal worth and of genuine work as teacher that the respect and gratitude of a community is built."

Supt. A. Roncovieri has proposed an up-to-date agricultural school for San Francisco. It is to be located in the suburbs of the city.

"Here's the book I sought for so."
—Julius Caesar, Act 4, Scene 3.

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DON'T STAY IN THE SHADE

Mr. Speer, in a Northfield address, once told of a Swede who was determined to start out as a missionary to India, and whom some friends tried to dissaude from his errand. "Why, man," they said, "it is so hot there you can't live. It is 120 degrees in the shade." "Vell,' said the Swede, in great contempt, "ve don't have to stay in the shade, do ve?"

COMMON ERRORS OF THE CARELESS SPEAKER

It is the careles speaker who says, "I know I make many mistakes, but one dislikes to be told of their mistakes." It makes one think of the Siamese twins, to hear a person refer to himself as "they." One wonders how many there are of him anyway; for they is such an indefinite number; at the least, never less than two. Instead of the plural number their, following the singular number one, let the offender remember this simple rule that the "Masculine" embraces the "Feminine" even in grammar, and hereafter let him say "I know I make many mistakes, but one dislikes to be told of his mistakes," or "one's mistakes."

"I am very pleased to see you," is another error of speech. One should say either "I am pleased," or "I am very much pleased." One never says "I am very loved by my friends," he would say either "I am loved" or "I am very much loved." Very is an adverb that must first qualify an adjective or another adverb in order to express meaning. It cannot qualify a verb directly, and, hence, not its past participle. "I am very glad," "I am very happy," "I am very," are correct forms; because glad, happy, and sorry are adjectives, but one must say either "I am pleased," or "I am very much pleased"; "I am delighted," or "I am very much delighted"—remembering that one can be neither pleased very, nor delighted very.—Educator Journal.

A PERNICIOUS RECOMMENDATION

The commission appointed to report on the public schools of Baltimore recommends that the Board of Education go to other cities, seek out the best teachers, and employ them. Dr. Elmer E. Brown and Dr. E. P. Cubberley of Stanford were on the committee.

This is certainly a pernicious recommendation. It is based on the purely competitive system of life, and is utterly selfish—why should the Board of Education of Baltimore go to Washington, Cincinnati, New York and Philadelphia, and secure the best teachers in those schools? What of Washington, Cincinnati, New York and Philadelphia? Prof. Cubberley has been advocating the doctrine of robbing Peter to pay Paul for fifteen years. It will work all right in small business competition, but public education is a great trust. The recommendation is absolutely opposed to wise public policy.

C. C. Boynton Calvin Esterly
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PASS IT ON

The tendency to evade responsibility, and to charge the lack of preparation in the pupil to the teachers of the grade below still exists, and finds its expression all the way down from the college president to the kindergarten teacher. This habit of "Passing It On," is well illustrated in the following which we reproduce from one of our exchanges:

(Republished at Father's Request)

The College President

Such rawness in a student is a shame
But lack of preparation is to blame.

The High School Principal

Good heav'ns, what crudity! The boy's a fool.
The fault, of course, is with the grammar school.

The Grammar Principal

O, that from such a dunce I might be spared!
They send them up to me so unprepared.

The Primary Principal

Poor Kindergarten blockhead! And they call
That preparation! Worse than none at all.

The Kindergarten Teacher

Never such a lack of training did I see.
What sort of person can the mother be!

The Mother

You stupid child! But then, you're not to blame.
Your father's family are all the same.

The line that has separated the home from the school is disappearing. This is the most hopeful sign of our time. The spirit of co-operation engendered by parents' meetings and school improvement associations is revolutionizing many communities. There is a toning up in school discipline and a change in the attitude of the critic. Mothers visit the school flower garden, contribute the flowers during the vacation, contribute pictures for the walls, help in the management of school lunches,—all these tell upon the spirit of the school and the civic training of the children. The principal or teacher who makes no effort to enlist the interest of the parent falls short of duty, neglects a privilege, and courts ultimate failure. The school of today is not for the children only, but for the entire community.—Pa. School Journal.

Resolution Adopted by the Plumas County Board of Education, Quincy, Cal., July 25, 1911

Whereas, we find a growing necessity for more practical work in spelling in our public, we recommend the use of "Power's Graded Speller" as a supplementary desk book for our teachers, as the choice and practical arrangement of the words in this text are particularly suited to the needs of our Primary and Grammar Grades.

—Kate Donnelley, President.

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Western School News

MEETINGS

The California Teachers' Association, Agnes Howe, San Jose, Cal., President; W. H. Hanlon, Martinez, Cal., Secty.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Lulu White, President, Redding, Cal.; Delia D. Fish, Secretary, Red Bluff. Meeting, Chico, October 24-27.

Southern California Teachers' Association, J. H. Francis, President, Los Angeles; Mark Keppel, Secretary, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; E. L. Armstrong, Oakland, Cal., Secretary.

Arthur A. Chamberlain will conduct the institue in Bisbee, Arizona, October 2 to 4. Professor Chamberlain has prepared a fine series of talks for institute week. He is the author of "Standards in Education," etc., and joint author of "The Continents and Their People," and former Professor of Education and Dean of Throop Institute, and Treasurer National Education Association. His address is Faculty Club, University of California, Berkeley, Cal.

* * *

Supt. W. H. Parker of Siskiyou County held his institute at Yreka September 5-7. The instructors and lecturers were Lee Emerson Bassett, Stanford University; Lincoln L. Wirt, ex-Superintendent of Education, Territory of Alaska; Miss Ida M. Fisher, Superintendent of Music, San Jose Normal School; Mrs. Nettie S. Gaines, Stockton city schools; Mr. Job Wood, Deputy Superintendent of Public Instruction.

* * *

Cree T. Work has been elected principal of the Venice Union Polytechnic High School. He has arranged an excellent course of study and organized a splendid school.

* * *

Frank W. Thomas is the new principal of the Santa Monica High School. He comes to California from the University of Illinois, where he has lately acted as principal of the Academy and Training High School in the University and has been a teacher in the University summer school. He had previous experience as principal of the Tuscola, Illinois, High School. Mr. Thomas took his A. B. degree at Indiana University and his master's degree at the University of Illinois. Santa Monica is building a new high school that will cost, when fully equipped, about $250,000, making provision for manual arts, commerce, household and fine arts, as well as the traditional subjects.

* * *

Amador County held an election September 16 for the purpose of choosing a site for the County High School. Sutter Creek was selected.

* * *

The annual meeting of the Califonia Teachers' Association—Northern Section—will be held at Chico, October 24th-27th. President Lulu E. White has completed an excellent program. There will be a meeting of the California Council of Education at Chico on October 28th, following the close of the Association.

* * *

The Palo Alto Woman's Club gave a benefit concert to S. W. Bean, a blind boy. The entire musical program was made up of compositions by Lulu France McDermott.

* * *

Edward Hyatt has been in Ventura County holding local institutes in connection with Supt. Reynolds.

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Dr. E. C. Moore, Mrs. Moore, Dr. Frederic Burk, Mrs. Kincaid, Mr. Denman, Chas. Wesley Reed and Mr. and Mrs. James Ferguson sat around the center table at the Commonwealth Club Saturday, September 16, when Reed spoke on the needs of the San Francisco School Department.

* * *

Supt. C. L. McLane, president of the California Council of Education, has appointed committees as follows:

1. Rural Supervision—E. W. Lindsay, Lulu E. White, J. W. Linscott, Mamie V. Lehner, Edward L. Hardy, Dr. Ellwood P. Cubberley, Jas. B. Davidson, Chas. H. Camper, Chas. Shane.

2. Readjustment of Courses of Study and Certification of Teachers—Dr. Alexis F. Lange, Will C. Wood, Percy F. Davidson, C. H. Covell, Frederick Liddeke, Allison Ware, Delia D. Fish, Frank F. Bunker, J. A. Cranston.

3. Personnel and Duties of the State Board of Education or Commission—Duncan MacKinnon, Dr. M. E. Dailey, Dr. J. F. Millspaugh, A. L. Hamilton, Champ S. Price, T. J. Phillips, W. H. Murphy, O. W. Erlewine, A. N. Wheelock, Geo. W. Frick.

4. Industrial Education—Col. Harris Weinstock, Jas. A. Barr, Arthur F. Chamberlain. Geo. A. Merrill, Jas. E. Addicott, Ednah A. Rich, J. H. Francis, Horace M. Rebok, James Ferguson.

5. Health Supervision—E. Morris Cox, Hugh S. Baldwin, Geo. F. Leslie, Dr. E. B. Hoag, Alfred Roncovieri, A. N. Simons, Craig Cunningham, H. H. McCutcheon, Roy W. Cloud.

6. Playground Movement—W. W. Mackay, J. E. Rogers, Minnie Coulter, Dr. Everett C. Beach, Mrs. May Cheney, F. W. Conrad, Dr. Oliver P. Jenkins, Alex Sherriffs, Dr. W. F. Snow.

7. Codification of School Law—Mark Keppel, A. J. Cloud, J. E. Reynolds, J. D. Sweeney, Dr. Wm. Carey Jones, Agnes E. Howe, J. W. McClymonds.

8. Moral Education—Mrs. Clara L. Partridge, Noel H. Garrison, Mrs. Mary W. George, OOra Lovejoy, C. E. Rugh, A. S. McPherron, Dr. Milton E. Blanchard, H. O. Williams, Rose Hardenburg.

9. Teachers' Employment Bureau—D. R. Jones, Helen E. Matthewson, J. D. Graham, Mrs. Minnie R. O'Neil, D. T. Bateman, Lewis B. Avery, C. L. Biedenbach, A. J. Hennessy.

* * *

Thursday, September 21, the California School of Mechanical Arts celebrated founder's day. It was a great day for the school. Prof. Merril announced the construction of the new building for the Lux Training School for Girls. The widow of T. B. Guin also added $24,000 to the Guin Fund. The Lux million dollar fund will be a great aid to the school. Prof. Merril is doing a wonderful educational work for the partial training of boys and girls, and he is to be congratulated for the new funds that have been placed in control of the trustees for the enlargement of his work.

* * *

Dr. E. R. Synder of the State Normal School of San Jose has been elected vice-principal of the State Normal at Fresno, Cal.

* * *

Henry Payot, of the San Francisco Board of Education, has proposed the establishment of a high school on new lines. The following is the resolution:

Resolved, that the new high school to be established in the northern part of the city be known as the Galileo high school of manual arts; that pupils be admitted to it who have completed the sixth grade; that the course consist of the seventh, eighth, ninth and tenth years, with a graduate course when it shall be needed; that the aim of the school be to give the boys and girls an industrial and domestic education to prepare them for the shop and the home; that the academic work taught in this school shall be modified to meet these aims rather than for entrance to some higher institution; that the hand work shall consist of decorative and mechanical drawing, designing and modeling, making and reading of simple architectural drawing; of sewing, dressmaking, millinery; of home cooking, invalid cooking and care of the sick; care and feeding of children, and economical marketing; of metal andy forge work; of wood work, including cabinet work; of the elements of plumbing and electrical work, and of such other mental and hand training as may prepare the boy and girl at the age of 16 and 17 to earn a living or complete an apprenticeship. And further

Resolved, that the sessions of this school be from 8:30 to 12 a. m. and from 1 to 4 p. m., and that the shops be opened from 8:30 to 12 Saturdays; and that not less than three hours' work each day be devoted to the manual arts.

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Book Notes

"Book Four: The Progressive Road to Reading," by Georgine Burchill, Dr. William L. Ettinger and Dr. Edgar Dubs Shimer, 284 pages, illustrated, $.50. To make a brilliantly successful school reader in these days is a more difficult problem than it was twenty-five years ago. The reason is that the average young person of today has more reading material outside his school hours than he needs; story books, magazines and newspapers supply him with entertainment, some of which give him false standards of merit. He is usually bored by any attempt to make him appreciate extracts from the writings of the classic English authors.

Book Four of "The Progressive Road to Reading" accomplishes the double aim of holding the pupil's eager interest and of inculcating a taste for reading that is really worth while. The authors have thoroughly understood the needs and demands of the modern child. They have put into this book just the things which boys and girls of the Fourth Reader age want—life, action and novelty. These stories and poems satisfy the child's curiosity to know something of the big world that lies beyond his own horizon. The scenes of most of the stories are laid in countries whose very names suggest adventure, romance, magic and mystery,—Arabia, Egypt, China, Iceland and Scotland are some of the strange lands whose customs and characters are interestingly pictured for the pupil.

One of the most admirable features of this book is the variety of diction, which is richly idiomatic and carefully chosen; the teacher will find all of this material invaluable both for language work and for training the pupil to read aloud with intelligence and dramatic expression.

The illustrations, full page pen and ink drawings, are by well known magazine illustrators and are of a quality far superior to most text-book pictures. Silver, Burdett & Company, Publishers.

* * *

Holbrook's "Dramatic Reader for Lower Grades," by Florence Holbrook, author of "'Round the Year in Myth and Song," etc, price 40 cents. American Book Company, Publishers. These little plays—well known stories done into dialogue—were written for children, who like to imagine themselves living with their favorite characters in forests, in palaces, or in fairy land. The sixteen plays contained in the volume are equally suitable for either reading or acting, and are adapted to pupils in the 3rd, 4th, and 5th year grades. The plays included are for the most part, based upon the popular nursery tales known to every child, such as Little Red Riding Hood, The Three Bears, Cinderella, Hansel and Gretel, The Gingerbread Man, etc. They were written in a style which will make them attractive to children, whether they are to be acted or merely used for the purpose of supplementary reading. The numerous illustrations show the actors and actions of the plays, and add to the interest of the book.

* * *

"The Eleanor Smith Music Primer," by Eleanor Smith, cloth, 8vo, 128 pages, price, 25 cents, American Book Company. This primer presents a collection of first year songs, which are varied in origin and character, childlike in spirit, and very simple in structure. Songs expressive of the natural activities and interests of childhood predominate, while music of lasting quality has been chosen. There are many folk songs, as well as some from well known composers. Part I contains songs to be learned by note, while Parts II and III offer melodies and simple tunes for practice in sight reading and in writing music. The type used is large and clear, the accompaniment being in smaller type than the melody, thus avoiding confusion; while in Parts II and III each type line represents a complete phrase of the song.

* * *

"Washington's Farewell Address" and "Webster's First Bunker Hill Oration," edited by Frank W. Pine, M. A., English Master, The Hill School, Pottstown, Pa., cloth, 16mo, 117 pages, with portrait, price, 30 cents, American Book Company, Publishers. This is the latest addition to the Gateway Series of English Texts, prepared under the general editorship of Hen Van Dyke to meet the College Entrance Requirements in English reading. The two selections are supplied with annotations explaining clearly all historical and literary allusions, as well as outlines of the main topics. The introductions give the lives of Washington and of Webster, and make clear the circumstances connected with their addresses. Bibliographies are included for use in further reading.

* * *

"Garner's Essentials of Spanish Grammar," by Samuel Garner, Ph. D., formerly professor of Modern Languages, United States Naval Academy, cloth, 12mo, 232 pages, price, $1.00, American Book Company. In this work only such features of the grammatical mechanism are treated as are essential for the reading of ordinary Spanish. Besides the clear exposition of grammar and syntax, the book includes exercises combining drill upon grammatical points with practice in translation and pronounciation, and at the same time provides ample work in memorizing. All the exercises are new, and are incorporated in the text. No ready-made conversation exercises are given, as the sentences have been chosen in great part with a view to their adaptation to oral practice. Special vocabularies accompany the first ten lessons, after which the student is referred to the complete vocabulary following the text.

* * *

La Primera Meeting

The School Woman's Club, La Primera, of San Francisco, with Mrs. M. L. Neal presiding, held its regular monthly meeting at a luncheon last Saturday. It was a most interesting and instructive meeting. A splendid paper was read by Miss Otto of the California School Mechanical Arts on "Vocational Training."

Facts About

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16. Hygiene.
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These preparatory exercises include a picture to be enjoyed and discussed, phonetic and word-building exercises, every new word when it first occurs, sometimes a little script, and a few lines, forming the keynote to the entire reading lesson.

The chief design of the books is to help pupils to acquire the art and the habit of reading so well as to give pleasure both to themselves and to those who listen to them. They teach reading with expression.

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SAN FRANCISCO, CALIFORNIA

THE

WESTERN JOURNAL OF EDUCATION

Vol. XVI SAN FRANCISCO, OCTOBER, 1911 No. 10

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Trustee Institute

The Ventura County trustees assembled in institute September 16 at the high school building in the county seat. County Superintendent Reynolds called the meeting to order and was elected chairman. He opened the proceedings with a most admirable address, which would make good reading if it were printed. Mr. Reynolds is a very quiet, modest man who never has a word to say for himself; but when he has a public duty, he prepares himself and sheds honor upon himself and his county in the doing of it. He was followed by Superintendent Mark Keppel of Los Angeles, who was chief speaker from outside the county.

* * *

Splendid High School

Ventura is covering itself with glory in the erection of a splendid new high school, set in a generous 15 acre tract overlooking the sea. The building is of concrete and will cost $65,000. It is two stories high and in the classic style. It will be shaped for agricultural work. Professor W. H. Wagener, the principal, is devoting his whole soul to this new creation, working by day and dreaming by night. He watches every bucket of cement and broods over every detail of the plan. Think of fifteen acres for a public school ground! It would have been impossible five years ago. We are advancing.

* * *

Moving Pictures

I was interested in observing that this new building is planned with facilities for stereopticon appliances in all the important rooms. Coming events cast their shadows before. When the schools use the principle of the moving picture show for imparting instruction in geography, history, agriculture and what not, then Ventura will be in the swim without the necessity of remodeling the building. Why not? The enormous popularity and power of the picture show ought to teach us school people something. We should in some way seize it and clean it and use it.

Chairs vs. Desks

We shall see the immovable school desk pass away and its place taken by tables and chairs, such as we use in the homes. I see many symptoms of the coming change in my walks abroad. Today comes a catalogue from a firm in New York offering a movable school chair, with writing board in front and box for books under the seat. The prices range from three to five dollars each. They can be readily moved by the pupils into a semicircle for class exercise or along the walls to clear the floor. It is a fine scheme for the janitor, when he wants to sweep the room.

* * *

Good Rural High School

The Hemet High School, in Riverside County, has moved into an elegant new building, built in classic design, and set upon a ten acre tract of land. Its cost is $40,000. Principal Boughu has just issued an admirable manual for the school, containing its history, its aims, its activities during the past year and its intentions for the coming one. Its course of study and the rules and regulations of the Board of Trustees are also included. There are eight members of the faculty, where ten years ago there were but two.

* * *

Good Idea From South

The Virginia School Supply Company at Richmond, Va., advertises a good idea that ought to be a hint to some California manufacturer. It is ready-made jackets to go around school stoves of any size and shape, costing from $15 to $20. There is also a register to go in the floor under the stove, admitting fresh air, and costing $5 extra. The stove-jacketing idea is a great thing and the rural school people ought to study it and in some way make use of it. It is not properly understood or appreciated, up to date.

* * *

Home Products League

In San Francisco is a strong organization for promoting the use of products made in California. As a means to this end the League has just completed a gigantic task in conducting a prize essay contest in the schools of the city. More than 150 prizes were awarded on October 7 to the successful contestants. I attended this event in the great stadium of Golden Gate Park, where President Taft is to dedicate the Exposition next week. It was a great event, and was well carried out by good speakers and skillful musicians. The prizes awarded were infinite in variety—cash, boxes of candy, electric irons, Shasta Water, sweaters, books, shoes, pictures, sacks of flour, dozens of neckties, stepladders, canned goods,—and scores of other things besides.

* * *

All the Go

Institutes are now all the go. October is the great month for them. They cost a good deal of time and money and superintendents should plan them thoughtfully and prayerfully. They do well to guard against too much on the program. A continuous procession of unrelated lectures leaves confusion behind. Too much pabulum cannot be digested. Better get one or two people with a message and give them a chance to deliver it than to have a dozen professional speakers treading on each other's heels.

* * *

A Safety Valve

Some counties have gone stale on institutes. Always the same for twenty years, the teachers are tired of them, they growl

To San Francisco

By KATHERINE D. BLAKE

Dear San Francisco of the olden days,
Fair vanished city of romance,
Fragrant of China and the Orient,
The Spaniard and his lance,
The Argonaut who sought the fleece of gold
Where California's rushing torrents rolled,
The men who play with death, the women bold—
Across the smoke my eyes still see
The vision of your poetry.

Dear San Francisco of the brave to-day,
Fair present city of high heart,
How fast your wounds you've hid! With smiling face
You have rebuilt your mart,
And opened wide your doors. No hint of woe
Or loss the stranger hears, again you show
Your splendid hospitality—yet we know
The ruins hid behind your buildings high,
And tears are close e'en though your eyes are dry.

This twentieth century courage is far more
Than that your fathers showed in days of yore.

—N. E. Journal of Education.

(Katherine D. Blake is the lady that the California insurgents insisted on having for treasurer of the N. E. A. She was especially helpful to the teachers of San Francisco during the 1906 disaster—Editor.)

about them, they respect them, appreciate them, help them, not a bit!

The local institute is the cure for this condition. The superintendent of energy and wholesome enterprise will find wonderful opportunities in it to be useful to his schools. It is the remedy for the institute gone to seed. It is worth investigation and trial.

* * *

Where Is He?

I have a very urgent request from the southern part of the State for the present whereabouts of a teacher named CLARENCE CHANNEL, supposed to be teaching somewhere in California. If any one knows where he is, please drop me a line by return mail, so that the information may be passed along where it will do the most good. Who speaks first?

A CHILD'S JOY

A child's joy is so beautiful a thing:
'Tis ever fresh and gay as spring's young green.
'Tis like a woodbird's note, when it doth lean
From some low bough exultingly to sing,
And to the world its flood of music fling.
'Tis never calm like man's; 'tis restless e'en
As a bright, dancing leaf whose lilting sheen
Rivals the flutter of a wild bird's wing.
'Tis subtle as the scent of June's first rose,
'Tis evanescent as a zephyr's breath,
'Tis fleeting as sweet April's sun-kissed snows;
A careless word may wound it to the death:
Its heaven-born light. What cloud can quench a star?

RURAL EDUCATION

The Rural Educational Conference under the auspices of the Country Life Commission was held at the State University Farm at Davis, October 14, and was attended by 150 persons from every part of the State. The more prominent addresses were those given by D. J. Crosby of the Department of Agricuture, Washington, D. C., who told of the progress in the East in rural educational matters; President Allison Ware of the Chico State Normal School, James B. Davidson, County Superintendent of Schools of Marin County, and F. B. Babcock, assistant professor of agriculture at the State University.

Efforts to adopt a resolution for the reorganiation of the State's school system resulted in so many recommendations that the matter was left to a committee to harmonize them for presentation to the Legislature.

The convention strongly advocated making country schools the center for social and intellectual life of their respective communities and the employment of experts to supervise the teaching of agricultural, industrial and domestic sciences. Beginning in 1914, it is desired to have all the applicants for teachers' certificates examined in nature study and agriculture. The plans discussed call for the entire reconstruction of the State's school system.

Bernard Shaw on Education

By J. C. MILLINGTON, M. A.

in London Journal of Education

Mr. George Bernard Shaw recently gave an inspiring lecture to members of the London School Musical and Dramatic Association. The lecture was full of suggestive wisdom, brightened with flashes of insight into the queer aspects ordinary things have when looked at from an unconventional point of view. The accounts of this lecture that appeared in the daily press were utterly disappointing. Oddities of illustration torn from their context were stodgily retailed, but the whole gist of the matter completely neglected. To reproduce the brilliant epigrams is beyond me: I will attempt to give recollections of the general tenor.

Mr. Shaw opened with a jibe. Although he understood his audience to consist largely of teachers, yet he proposed to address them as human being—beings able to note and learn from the ideas and feelings of the folk around them; and among these folk, in the first place, the children. So Mr. Shaw proceeded to describe and criticize schools from the patients' point of view. Seen thus, schools are prisons in which innocent and eager victims are cribbed and cabined for so many hours a day, just in order to keep them away from their homes, where they would otherwise be badgering their parents by asking questions that no one can answer. The punishment or torture chiefly used in the schools is the exacting of answers to questions based on school books. A school book is one in which some subject of great interest is turned into an instrument of interrogative torture, and which therefore, no person would read if he were not forced to. One of the causes of the intense detestation of talk about religion so characteristic of the English people is that the Bible has been made to serve as a school book. The boys and girls who have Shakespeare forced upon them as a school text become men and women who never go to any other play than a musical comedy, and who never dream of opening a book that has the word "Shakespeare" on the back. A clear result of early Bible teaching is seen in the surprising circumstance that, if ever Mr. Shaw ventures on any the most insignificant Scriptural allusion in one of his plays, that play is immediately taboo and most of the critics dub its author a Puritan, whatever that may mean.

It is all very well to talk educational advance; but schools do not change. Prisons never alter. If a child were free to go out it would escape with joy and go home or to some other educational place where it could satisfy its natural thirst for knowledge by looking on and asking questions. But parents prefer teachers who never let children escape, but contrive to set them impossible conundrums and to keep them in an hour longer as often as possible; no matter at all that the teacher has to stay in as well. If the real business of the school were merely to fit children for their duties in life, teachers would be able to content themselves with teaching the Church Catechism, and could then say candidly to the pupils: "You are now religiously educated and can go home." But, as teachers know they are in honor bound to keep the children in school somehow, by hook or by crook, they are forced to go over this same Catechism time after time or to try to make pupils learn the whole Bible from end to end. There are in the Bible, as in other great works of literary art—in Homer, for instance, or in Victor Hugo—certain long strings of names full of unexpected aesthetic possibilities. These the teacher delights in forcing his victims to learn by heart in order to have the chance of keeping him in for failure. It would really be just as educative and far more useful in later life to make them learn the names and addresses in the London Directory, at least, as far as Adelphi Terrace (where Mr. Shaw himself lives).

As with religion, so with musical art. As soon as the teacher who is not a musician meddles with it, the child is badgered and tortured about supertonics and major fourths, and racked with chords of a dominant seventh and all the rest of it. Out of the mere grammar of music any amount of school puzzles can be concocted that a child can very conveniently be punished for failing to solve.

But in the schools of the future, as Mr. Shaw can conceive them, children will read books because they want to, and will go to school of their own accord and at their own expense in order to be helped in learning to read those books. Any child will be free to go out when the teacher bores him, just as adults do now at the theatre when they are seeing one of Mr. Shaw's plays. They pay for their seats and want their money's worth, but when the stage-talk is dull they talk to their neighbor or hiss, or go out altogether if the play is intolerable. In the time to come children, too, will enjoy the liberty that is demanded for full development of all the faculties. They will, of course, be provided with pocket money and will spend it on books and on teachers, so that the best teachers will have the most pupils and the highest pay. The present state of things is truly ridiculous, whereby the old people of seventy whose development no longer matters are given five shillings a week, while the great majority of school children have no pocket money to experiment with and so lose their best chance of learning real values. The State will very properly object to giving pocket money to junior citizens who do not know the multiplication table and cannot give change. So that bitter complaints may be expected from young people that they are not being taught these things soon enough, and that they are thereby debarred from passing out of mere schools in the great University of street life.

It may be true that all of us equally have souls, but it need not follow that all our souls are equal. A child is born with something very small in the way of a soul, and the growth of that something depends on what is put into the child's mind and life. The more one puts in and the more one learns to use it and to enjoy its use, the bigger the soul will become. But, instead

of being fed and cultivated, ability to use and enjoy may be starved and neglected. In that case, instead of growing, the soul will diminish and wither away. If our share of the Day of Judgment were to be made visible to us and we were to see, as in the medieval stories, the angel waiting at one ear of dying folk to bear away the soul and to resist the devil waiting at the other ear, the sight would bring us many surprises. Some of the least considered and humblest of our neighbours would be found to have vast and comprehensive souls, while one or two of our public people of world-wide renown for great enterprises would prove to have but shrunken souls limited to a single order of feelings and ideas. And, further, some of our most successful commercial men would appear to have no souls at all, having ceased to enjoy even their own success.

The great teachers of mankind have been those who have tried to enable people fully to enjoy their fullest souls and so add to their lives; for live is not a fixed quantity: it can be added to by adding to one's faculties. For this end we must as a preliminary enlarge the avenues of sense through which impressions of the great world of received. It would be useless to play music to a man stone deaf: his soul could only be reached by painting or sculpture or literature. These may to some extent express a state of soul but not without an intermixture of lower elements. It is, however, by music alone that we can attain the pure uplifting. To cultivate the highest understanding and enjoyment of music one must enlarge and cultivate the sense of hearing, so as both to make it capable of actually hearing more than it could untrained, and also to enrich it with memories of beautiful things already heard. A symphony by Beethoven is one of the deepest sources of spiritual joy, but it is of little use to present it to an unfit audience. To them it would be a mere chaos. One needs to have been taught how to find and relish the simple musical phrases of which it is built up. It will be found when we listen to a sonata or symphony by one of the great masters that there are two or three recurrent sets of notes or tune-fragments running right through it, which, in inferior hands, would always remain mere jingles or short tinkling refrains. But in the hands of the musical geniuses (since Beethoven showed that it could be done) these insignificant merely pretty little sound-patterns become interwoven with all the feelings of the heart in turn. They are repeated over and over again, always the same or nearly the same in mere form and relative order, but yet in every repetition bringing new emotions and new strength. These simple musical phrases or tunes can be taught to boys and girls in school, who could learn easily enough to distinguish the different effects these little melodies convey when rendered in different ways, softly or loudly, quickly or slowly, sung by boys or by girls or by men, played on this instrument or on that, the piano, the flute, the violin. Of course, the school must not be expected to provide all these experiments unaided. It is not enough to ask children to listen to each other's attempts to give the different effects of varied instrumental or vocal renderings of a phrase. For this they must have help from amateurs and friends of musical art. Get two young ladies from Brixton to play concertos to them and help them to realize how the successive parts of a musical whole embody changing moods. Show them, for instance, that the Coda to the "Leonora" overture is an exhilarating rush to the end of the work, something like the rush to the playground when school is over.

Children taught in some such way as this to recognize as old familiar friends the elementary fragments of which the great monuments of music are built up will not become the helpless bored listeners to classical concerts one so often sees sitting in agonized solemnity, enduring such things as sonatas in the densest vacuity and confusion. Full enjoyment of musical masterpieces is impossible till one has some familiarity with the themes that run through them. The technical value of this familiarity was clearly instanced when the late Sir Augustus Harris once brought over from Hamburg a second-rate orchestra possessing very inferior instruments and skill, to perform music new to the best London players. Passages that had hitherto to Londoners seemed merely inexplicable complexities of sound suddenly became intelligible music of the highest order. The new-comers, with all their shortcoming, had this inestimable advantage: they were so familiar with the music that they knew it both technically and emotionally—they knew what notes to play and also what feelings accompanied the playing.

When the time comes for leaving school, young people go out to work, and a most dangerous time ensues for them. All their thoughts cannot be confined to work. Take the case of the young clerk. It is impossible for him to close his eyes to the fact that there are in the world certain other very interesting creatures—young women. It is becoming increasingly difficult for any young man to think of marrying until he is thirty-five. If he is a gentleman with some ideas of luxury the age will be nearer fifty-five—and it is gradually going up. Young men and women, therefore, unless they have some unusually absorbing interest in life, will find their imaginations apt to centre upon ideas dependent on certain deep instincts. For these instincts there are laid shares of diabolical cunning everywhere in London. It is needful, therefore, to take care that the young man who has nothing imperative to do in the evening after business hours should meet something to worthily occupy his mind. To tell people it is wicked to go to a theatre is nonsense. Give them a good theatre to go to with an entertainment of real and satisfying beauty, and it will be possible before long to make them feel they cannot do anything mean or base. Art is not a mere luxury: it reveals the full meaning of the common acts of life, and to turn one's back upon it means the stopping of one of the best of all influences. But do not go to the Lord Chamberlain if you want to know whether a play is moral or immoral. He only reads the words and misses the meaning. He would tell you that "The Woman in the Case" is moral, but that "The Showing-up of Blanco Posnet" is highly improper. As to the real morality of a play apply a real test. Ask how it acts upon the deep instincts. What do young men and women do after a visit to a play? Where do they go? Are they in a mood to go home to healthy sleep and rest for tomorrow's work, or are they so excited that they seek other satisfactions in base debauch? Now it is most probable that a young man who has just seen such a play as "Mrs. Warren's Profession" will need nothing more to send him straight home for at least a fortnight afterwards.

Mr. Shaw concluded with a sort of confession that he had recently visited Lichfield, and while there had gone to see a play. But it had produced upon him little effect of any kind. In the morning of the same day he had attended service in the Cathedral and the impression made upon him by the solemn music in that beautiful building was so strong that it quite outweighed any the drama might otherwise have produced upon him. And who is there that can tell whether, if he had not been subject to that aesthetic spell, he might not have had the misfortune to fall in love with the heroine of the play—"The Girl Who Took the Wrong Turning"?

The Rev. Stewart Headlam, chairman of the meeting, expressed how much he and his audience had enjoyed the lecture and profited by it. Nevertheless he protested that what Mr. Shaw had said about schools being prisons and school books being unreadable was merely Early Victorian rubbish, and showed that Mr. Shaw had had nothing to do with school for twenty years past.

Some heckling followed. When asked how it happened that the Puritans were so intensely religious if, after all, the only proper way to teach religion is through art, Mr. Shaw rejoined that the Puritans were in fact the greatest upholders of true art in this country. Oliver Cromwell introduced the opera into England. Milton produced incomparable word-music. Puritans attacked not art, but idolatry. Idolatry it always is that maintains reverence for things that no longer deserve it. All great art comes from people with a strain of Puritanism in them.

* * *

Santa Cruz Institute

Superintendent Price called together the teachers of Santa Cruz County at Watsonville on October 9, 10 and 11 in open rivalry with the Apple Carnival which had drawn many visitors from the length and breadth of the Coast. The institute opened with an address by Mayor James Hall, a former school teacher. The instructors were Dr. Boone of the University of California, Dr. Margaret Schallenberger of the San Jose Normal, Herbert L. Coggins of the University of California Summer Faculty, and Miss Alice O. Hunt of the Alameda city schools.

Synopsis of Pension Laws of States and Cities

The tremendous movement towards a higher Christian Socialism will in time end the unequal battle of competition and give to everyone the necessaries of life without the stigma of charity, or "Supported by the County" attached to them. The public schools of the United States have done much to create public sentiment in favor of better and more equal social conditions. It is only right therefore that the public school teachers who are to a large extent deprived of the temporary benefits of competition should obtain financial independence by the aid of just pension laws. The following synopsis will be of interest at this time.—Editor.

Reasons for Pensions

(Extract from a report entitled, "Status of the Massachushetts Teacher.")

"The arguments for pensions for teachers may be summed up as follows:

"1. Pensions are merely a part of adequate compensation.

"2. They relieve the teacher's mind from the fear of an old age of poverty or dependence.

"3. They tend to elevate the profession of teaching, by attracting able men and women and by retaining them during the period of efficiency.

"4. They make possible the retirement of the aged and the disabled without hardship, and so promote the dignity and general efficiency of the corps.

"5. They tend to enable teachers to live in a manner to some extent becoming their extremely important and useful profession.

"6. They allow teachers to spend more money for travel, for books, for additional professional training and for all those means of improvement so conducive to the welfare not only of the teachers personally, but of their pupils. The importance of the great law of imitation, whether conscious or unconscious, in the relation of pupil and teacher, cannot be overestimated.

"7. Pensions afford a slight compensation to men and women of first-rate ability for sacrificing all the emoluments of other more financially profitable, but less useful, professions.

"8. By the substitution of teachers on minimum salaries for those retiring on maximum salaries, the cost of a pension system is greatly reduced, while the general efficiency of the teaching force is promoted.

"9. As the welfare of the children is the supreme law of the school, and as the pension system promotes the efficiency of the teaching force, it is evident that the welfare of the children, largely dependent as it is on the efficiency of the teaching force, demands this system.

"10. No country and no cities in the world are better able to adopt the pension system than the United States and its great cities; but many foreign countries have already adopted a pension system, and are thus showing our country the way, when she ought to be in the lead."

Countries, States and Cities where Pension Laws are in force

(Extract from report of Secretary of Retirement Fund, City of New York.)

"While other countries have recognized the value of such laws for many years, the United States has been far in the rear. Russia has had retirement laws for teachers since 1819; Saxony since 1840. Twenty-six of the German States have such laws; and England has had laws of this character since 1848. Italy has had teachers' retirement laws for many years; Genoa and France for more than fifty years. Nearly all the Cantons of Switzerland have such laws. Other countries with teachers' retirement laws are: Ireland, Mexico, Chile, Spain, Servia, Austria, Belgium, Sweden, Norway, Japan, Ontario and Quebec, Australia, Finland and Argentine Republic.

"To show the liberality of some of these retirement laws, it may be of interest to examine that of one of our sister Republics in South America. The retirement law for teachers, in operation in Argentine Republic (passed ten years before any retirement laws for teachers was passed in the United States), provides for the retirement, entirely at the expense of the government, of any member of the teaching force, on full salary, after twenty successive years of service. A teacher may also be retired on full salary, whatever the length of service, who has become disabled 'on account of a heroic act performed pro bono publico, or through endangering life in trying to save a fellow-creature from death, or in a struggle fought in the exercise of his office, or through any accident undoubtedly occurring while in the performance of his duties.' Teachers of Argentine who have served for fifteen continuous years may be retired on three-fourths salary, if they should become incapacitated or if their positions should become abolished. They may also be retired on half salary after ten years of service, should they become incapacitated or should their positions be abolished.

"The first systematic efforts to secure teachers' pensions in this country, so far as records have been found, were made by the Brooklyn teachers in 1878. Bills introduced in the New York State Legislature at the request of the teachers of Brooklyn in 1879 and in 1881 failed to become laws. Old New York secured its law in 1894 and Brooklyn obtained hers in 1895. Now many of the States have permissive laws, and numerous cities throughout the country have obtained pension legislation for the teachers of these cities. Among the cities which have fallen in line are Philadelphia, Chicago, San Francisco, Detroit, Boston, Buffalo, Omaha, Richmond, Baltimore, Minneapolis, Saint Paul, Rochester, Elmira, Schenectady, Syracuse, Troy, Cincinnati, Cleveland, Harrisburg, and several others."

State Laws

State of Maryland.

State law providing an annuity of $200.00 for dependent teachers only. Teachers must prove dependency and have taught twenty-five years and have reached the age of 60. State appropriates $25,000.00 per annum for this purpose.

State of New Jersey.

Fund.—Two per cent to three per cent of salaries; not to exceed $50.00 a year.

Management.—Board of Trustees—State Superintendent of Public Instruction; three persons, not teachers, not eligible to membership in fund, and five persons, members of fund; the above eight persons to be appointed by the governor.

Annuity.—Time of service, 35 years full annuity; disability, 20 years.

Amount of Annuity.—Not less than $250.00, nor more than $600.00 per annum.

State of Rhode Island.

Fund.—Appropriation of $10,000 annually from the State.

Management.—State Board of Education.

Annuity.—Time of service, 35 years, 25 years of which must have been in the State.

Amount of Annuity.—One-half of average salary, but not to exceed $500.00 per annum.

Remarks.—Appropriation for 1910 was $20,000; not enough; $25,000 will be required next year.

Cities

Baltimore, Maryland.

Fund.—All moneys, properties or securities that may be received by Board of Trustees for such purpose.

Assessment on teachers' salaries not to exceed one per cent, which shall not be more than $14.40 per annum from teachers who have taught ten years or less; one and one-half per cent, but not to exceed $21.60 for teachers who have taught more than ten and less than 20 years; two per cent, but not more than $28.80 from teachers who have taught more than twenty years.

Management.—City Comptroller, Superintendent, two members of Board of School Commissioners, three members of the teaching force elected by teachers.

Amount of Annuity.—One-half of average salary for five years immediately preceding retirement, but not less than $360.00 nor more than $600.00 per annum.

Annuity.—Time of service, 40 years; disability retirement, 20 years.

Remarks.—Membership optional to teachers in service at time of passage of the act. Amount necessary to be paid into fund before receiving pension, at least as much as teacher is entitled to receive for the first year of retirement. Law effective 1908; no pensions paid until 1910.

Boston, Mass.

Fund.—Five cents upon each $1000.00 of the valuation on which the appropriations of the city council of the city are based.

Management.—Board of Trustees, consisting of three members; chairman of the Board of Commissioners of sinking funds of the city of Boston, ex-officio; one chosen by the school committee of the city of Boston, and one chosen by the Board of Trustees of the Teachers' Retirement Fund in the city of Boston, established in 1900.

Annuity, Voluntary.—Time of service, 30 years or more, 10 years of which shall have been in Boston.

Involuntary.—School committee may retire teachers 65 years of age or any teacher incapacitated for further efficient service.

Amount of Annuity.—Not less than $312.-00 nor more than $600.00.

Buffalo, New York.

Fund.—Donations, legacies, gifts, etc.; all moneys which may be derived by any other legally devised method; not less than 1 per cent nor more than 2 per cent of salaries.

Management.—Mayor, Superintendent of Education, Chairman of Board of Examiners, President of Principals' Association, President of Women Teachers' Association.

Annity.—Time of service, voluntary retirement: Women, 35 years; men, 40 years; four-fifths of time must have been served in Buffalo.

Involuntary Retirement: Women, 25 years; men, 30 years; four-fifths of time must have been served in Buffalo.

Amount of Annity.—Not to exceed one-half of annual salary at time of retirement; in no case to exceed $600.00.

Remarks.—Amount necessary to be paid into retirement fund: 40 per cent of annual salary at time of retirement but not to exceed $1,500.00; Board of Trustees has power to pro rate annuities.

Chicago, Illinois.

Fund.—Gifts, donations, legacies; deductions from salaries, $5.00 per annum first 5 years, $10.00 second five years, $15.00 third five years, and $30.00 all over 15 years of service; interest on school tax fund, not to exceed one per cent.

Management.—Two members of the Board of Education; secretary of Board of Education, ex-officio, and six contributors elected by contributors to serve three years, two elected each year.

Annuity.—Time of service, 25 years; disability, 15 years; three-fifths of service must have been in Chicago.

Amount of Annuity.—Not to exceed $400.-00 per annum for 25 years' service. Disability annuity to bear the proportion to this sum that the amount paid in by disability annuitants for their years of service bears to the total amount ($450.00) contributed in 25 years' service.

Cleveland, Ohio.

Fund.—Deductions from salaries, $2.00 per month; deductions for absences, not less than 1 per cent, nor more than 2 per cent of the gross amount raised by the Board of Education by taxation.

Management. Board of Trustees.—Two members elected by the Board of Education, three members elected by the teachers.

Annuity.—Time of service, 30 years, one-half to be in Cleveland.

Amount of Annuity.—Not to exceed $450.00.

Cincinnati, Ohio.

Fund.—Deductions from teachers' salaries of $20.00 per year; donations, gifts, legacies; deductions from pensions.

Management.—Board of Trustees—Not less than two nor more than seven members.

Annuity.—Time of service, voluntary: 30 years' service, three-fifths of which service shall have been rendered in said district.

Involuntary: The Board shall retire teachers on account of physical or mental disability after a period of twenty years, one-half of which period of service shall have been in county in which said district is located.

Amount of Annuity.—Maximum, $450.00 per year.

Remarks.—Pension law is optional.

Columbus, Ohio.

Fund.—One to 2 per cent of tax receipts; $2.00 per month from teachers' salaries; by agreement..

Management.—Board of Trustees.

Annuity.—$10.00 for each year, not less than 20 or more than 30 years service; $600.00 to be paid up.

Retirement.—By Board on account of physical condition after 20 years; voluntary after 30 years' service.

Detroit, Michigan.

Fund.—1. Donations, gifts, etc. 2. Moneys appropriated by Board of Education or raised therefor with the approval of the Common Council. 3. Tuition fees and interest on daily balances of salaries of teachers. 4. Deductions, not less than 1 per cent or more than 3 per cent of salaries, but no deduction on any salary greater than $1,000. 5. Moneys deducted from salaries on account of absence from school.

Management.—Board of Trustees; three members from Board of Education; Superintendent of Schools, and three teachers elected from the teaching force.

Annuity.—Time of service, 30 years, 20 in Detroit; also, any teacher who has taught 25 years in Detroit; also, involuntary, 25 years' service, 15 in Detroit. Disability, after 20 years' service, 10 in Detroit.

Amount of Annuity.—Not to exceed $400.00.

Elmira, N. Y.

Fund.—Money withheld for any cause from teachers' salaries; donations, legacies, gifts; $2,000.00 annually as provided for by Common Council of city of Elmira; 1 per cent of all salaries of public school teachers, not to exceed $12.00 in any one year; any other method legally devised for the increase of said fund.

Management. Board of Retirement.—President of Board of Education, Chairman of Teachers' Committee, Chairman of Finance Committee, Superintendent of Schools, three members of the teaching force.

Annuity.—Time of service, 30 years' service, 15 of which have been in Elmira. Disability, after 20 years' service, 15 of which must have been in Elmira; any teacher who has 30 years' service and is 60 years old. These two classes to be retired on recommendation of Board of Retirement.

Amount of Annuity.—One-half average paid to applicant for five years immediately prior to retirement, but not to exceed $400.00 a year.

Harrisburg, Penn.

Fund.—Contributions of 2 per cent per annum of the salaries of teachers who have taught ten years or less, and 3 per cent of the salaries of teachers who have taught more than ten years; providing that the maximum contribution from a teacher in any one year shall be $50.00; annual appropriation by the Board of School Directors equal to the amounts contributed by teachers during each preceding year from September 1 to June 30; gifts, donations, etc.

Management. Retiring Board.—President of the Board of School Directors; two other members of the Board of School Directors appointed by the President, and two teachers elected by the teachers.

Annuity.—Time of service, 60 years of age, having taught at least 30 years, 20 of which shall have been in Harrisburg. Disability, for more than 5 or less than 30 years of service.

Amount of Annuity.—Minimum, $300.00; maximum, $800.00.

Indianapolis, Indiana.

Fund.—1. Gifts, legacies, etc. 2. One per cent of salary annually, but not to exceed $10.00 from teachers who have taught 15 years or less. 3. Two per cent annually but not to exceed $20.00 from teachers who have taught more than 15 years. 4. Special tax of 1 per cent on each $100.00 taxable property of the city levied by Board of School Commissioners.

Management.—Three members of School Commissioners; Superintendent of Public Schools; one principal, and two teachers elected by teachers.

Annuity.—Maximum, $600.00.

Disability.—Fifteen years or more to receive a pro rata pension.

Minneapolis, Minn.

Fund.—$10.00 for first five years, $20.00 for second five and $25.00 for rest of servive; dues paid by members, taxes, interest on daily balances.

Management.—Board of Trustees, 9 members, 5 elected by contributors: Mayor, President of Board of Education, President of City Council, Chairman of Ways and Means Committee of City Council, and 5 members of Retirement Fund Association, elected by secret ballot.

Annuity.—Time of service, 20 years, 10 years in Minneapolis. Annuity for 20 years' service, $333.00; 30 years' service, $500.00. Disability, after 2 years' service.

Remarks.—Permissive law authorizing creation of Retirement Fund Association in cities of more than 50,000. Dues may be increased.

Newport, Rhode Island.

Fund.—One per cent of teachers' salaries, not to exceed $12.00 annually; donations, gifts, etc.; income or interest derived from the above moneys.

Management.—Board of Trustees; 3 members of the School Committee, elected by the committee; the Superintendent of Schools, and 3 teachers elected by contributors.

Annuity.—Time of service, 30 years, 15 of which must have been in Newport. Con-

tributors must have contributed a sum equal to assessments for 30 years. Disability annuity, 10 years or more of service. Disability annuitants may be exempted from making good 30 full assessments; annuity to cease when disability ceases.

Amount of Annuity.—Annuity, one-half salary received, not to exceed $600.00; pensions shall be pro rated when funds are insufficient to pay them.

Remarks.—Teachers not re-employed, of less than 10 years' service, to receive back all contributed; if more than 10 years and less than 20 years, to receive back two-thirds of the amount contributed, and after 20 years, one-third of the amount contributed.

New York City.

Fund.—1. Deductions from salaries for absence. 2. One per cent of salaries, but not to exceed $30.00 a year for teachers and principals, and $40.00 a year for supervisors; except where annuity, as provided by law, is less than one-half salary. 3. Interest on deposited or invested funds. 4. Five per cent of excise moneys. 5. Donations.

Management.—President of Board of Education, Chairman of Elementary Schools Committee, Chairman of High Schools Committee, Superintendent of Schools, 3 teachers.

Annuity.—Time of service, 30 years, 15 in New York City. Disability, time of service, 20 years, 15 of which have been passed in New York City. Board of Education may retire any teacher who has taught 30 years and is 65 years old.

Amount of Annuity.—One-half salary, but not to exceed $1,500.00 for teachers or principals; not to exceed $2,000.00 if a supervisor; President of Normal College or any professor may receive one-half salary plus such a sum as will the annuity the exact multiple of $1,000.00; minimum, $600.00.

Omaha, Nebraska.

Fund.—Not less than 1 per cent. nor more than 1 1-2 per cent of teachers' salaries; an amount from the general fund of such school district not less than one and one-half times the amount of such salary assessments, and not less than the amount necessary to meet the payments herein provided for; gifts, donations, etc.

Management.—Board of Education.

Annuity.—Time of service—involuntary: After 35 years' service the Board of Education may retire teachers; after 40 years' service, the Board of Education shall retire teachers, 20 years of which time shall have been in that school district. Disability: After 25 years' service teachers may be retired by Board on account of disability or incapacity; 20 years of such service shall have been spent in that school district.

Amount of Annuity.—$500.00 per annum.

Philadelphia, Penn.

Fund.—Appropriations of not less than amount contributed (1 per cent of salaries of contributors who have been 10 years or less in service in public schools of Philadelphia; 2 per cent of those having more than 10 years service in same); back dues; interest, income on investment.

Management.—President of the Board of Public Education; 2 other members of the Board appointed by the President; 1 member of the Department of Superintendence, and 1 teacher elected by contributors.

Annuity.—Time of service: 30 years, 20 years in Philadelphia. Disability: More than 5 years and less than 30 years. Conditions of retirement: Payment into the fund of an amount equal to 25 annual contributions.

Amount of Annuity.—One-half annual salary; minimum, $400.00; maximum, $800.

Providence, Rhode Island.

Fund.—Donations, legacies, gifts, etc.; 1 per cent of salaries, but no salary over $1,200.00 to be assessed; interest from the above moneys.

Management.—Board of Trustees, consisting of the president or chairman of the School Committee, and 3 members selected by said committee; the Superintendent of Schools; the City Treasurer of the city of Providence, ex-officio, and 3 representatives to be elected by the contributors.

Annuity.—Time of service: Men, 35 years; women, 30 years; 20 years next preceding retirement, in both cases to have been in public school of Providence. Disability annuity, 10 years or more.

Amount of Annuity.—One-half salary at time of retirement, but not to exceed $600.-00 per annum.

Rochester, N. Y.

Fund.—Two per cent of the annual salaries paid to the Superintendent of Schools, supervisors, principals and teachers; and amount equal to one-half the total sum deducted from salaries to be paid each year from the funds appropriated for the Department of Public Instruction; donations, legacies and gifts, and all moneys derived from other sources.

Management. Board of Trustees.—The Commissioners of Schools, the Superintendent of Schools, 1 principal and 1 teacher.

Annuity.—Time of service—voluntary: 30 years for women, 35 years for men; provided that not less than 15 years have been spent in Rochester. Involuntary: 20 years for women, 25 years for men, 15 years of which must have been in Rochester.

Amount of Annuity.—One-half the amount of the annual salary at the time of retirement, but not to exceed $800.00.

St. Paul, Minn.

Fund.—$5.00 initiation and 1 per cent of salaries, but not to exceed $25.00 per year.

Management.—Mayor, Comptroller, Superintendent, Treasurer, President of Board of Education, and 6 elected by members of Association.

Annuity.—Time of service, 25 years; $480.00 in 12 installments. Disability: After 5 years, proportionate.

Remarks.—Permissive law.

Syracuse, N. Y.

Fund.—Deductions from teachers' salaries, 1 to 2 per cent, not to exceed $40.00 a year, money deducted for absence; donations, gifts, etc.

Management. Board of Trustees.—The Board of Education, Superintendent of Schools, 1 principal and 2 teachers elected by the teachers.

Annuity.—Time of service—voluntary. Women, after 30 years' service; men, after 35 years' service, 15 years of which service to have been passed within present limits of Syracuse. Involuntary: The Board of Education shall have power to retire women teachers after 20 years' service, and men teachers after 25 years, providing not less than 15 years' service shall have been passed within present limits of Sqracuse.

Amount of Annuity.—One-half salary, but not to exceed $800.00 per annum.

EXAMINATIONS FOR THE PHILIPPINE SERVICE

The United States Civil Service Commission announces an examination on December 27-28, 1911, to fill vacancies as they may occur in the positions of teacher, industrial teacher and clerk in the Philippine Service. The entrance salary of the majority of male appointees will be $1200 per annum, and appointees will be eligible for promotion up to $2,000 per annum for teachers. Eligibility in the assistant examinations is required for promotion to the positions of division superintendent, which carry salaries ranging from $1800 to $3,000. The work of American men teachers is largely of a supervisory character, and the higher positions are filled as vacancies occur by the promotion of those who have demonstrated their efficiency and ability in the service. Women will not be admitted to the teacher examination unless they are the wives, immediate relatives or fiancees of men examined for teacher or assistant or appointed to or already employed in the Philippine Service, except that those who have had special experience in the teaching of domestic science and home economy, or have had training in these subjects and are applicants for positions as special teachers of domestic science and home economy may be admitted. Each woman applicant should state definitely in her application the name, address and relationship of such person, or that she is applicant for a position as a teacher of domestic science and home economy. Appointments made from the female register will be at entrance salaries of $1000 to $1200. It is desired to secure as many eligibles as possible who are graduates of colleges and normal schools and of polytechnic and agricultural schools. The Philippine school year begins in the early part of June and ends with the month of March. A Vacation Assembly and Teachers' Camp is conducted by the Bureau of Education at the summer capital in Baguio during the latter part of April and the month of May. So far as possible, appointments of teachers are made with a view to their arrival in Manila in time to attend the Assembly at Baguio. When appointees cannot arrange to sail early in March so as to in attendance at the Assembly, their departure can be postponed until late in April or the first week in May. Later sailings are sometimes permitted, but few appointments are made during the remainder of the year.

Sincerity in Methods of Teaching Literature

By MRS. MYRTLE SHEPERD FRANCIS
of Ventura County

Mr. Reynolds in asking me to represent the mothers in this discussion, "How shall English Literature be Taught in the Public Schools," has paid me a compliment, and I hope you will understand the diffidence and hesitancy I have is due to the fact that I am treading on paths heretofore untrod by me and to fields unknown, yet, as the mother of a child soon to knock at the portals of knowledge through the doors of the public schools, I am not an uninterested party to this discussion.

When Mr. Reynolds asked me why I wanted my boy to study English Literature, my answer, without thought was, "for pleasure," and now, after deliberating on the question my answer is still "for pleasure."

In the exact sciences there are different methods of solving problems, and doubtless there are interesting and uninteresting ways of presenting them, yet, the results are the same, but what are the results in the study of Literature? Pages upon pages of figures and an absolute knowledge that two and two make four? Ah! No: far different are the problems here, for here we enter the realms of the imagination and how shall we treat that delicate, illusive, intangible thing that makes up a large part of the life of a little child?

Shall we bind it to earth by stuffing its brain with deadly dull rules that are utterly incomprehensible to him? Shall we clip the wings of imagination so that it will never soar in the realm of fancy, or shall we, like those people of a bygone day, stimulate and fire it by recital of song, and story of hero, bard and lover gone before?

The early Norseman had his sagas, in Provence the troubadours, and in Germany the Minnesingers kept alive the spirit of literature that dwells in the souls of men, and is the source of one of the greatest pleasures, nay, joys we have.

But, whither have we gone? where are we going? I am far from being one of those pessimistic persons who talk of the "good old times," when they broke the ice in the pitcher winter mornings and who committed the book of Job by heart, but there are compensations in all things and the people of yesterday, though they lacked the telephone and automobile, had a richness of life that we have not and why? Because we have let the unrealities govern our life today. In every walk we find sham lurking. In the place of companionship is company and in what used to be hospitality we are given the dry husk of entertainment, yes, if we invite a guest to dine we are doomed, if we have not butter spreaders and ten courses to make his body sick.

In business life the everlasting bargain of getting or giving something for nothing confronts us on every side. Are we getting bargains in our public schools? does sham prevail as in many other walks of our national life? Have we so much, and is our life so full of the transient pleasures of the senses that we are losing the ability to place the right value on the realities?

In the mechanical age, when we have but to press a button, are we getting so mentally lazy that we must be amused all the time? And if so, why? And just how far is the public school responsible and how much of that responsibility rests upon the department of Literature? A great deal I should say and if so what can it do to remedy it?

In ideal conditions the home and school go hand in hand, the one supplying what the other lacks, but just as schools are far from ideal, so are homes. One might say the school reflected the composite homes of a town or city and just as those homes reflect the shams and insincerities of the times, so do the schools, yet, the school representing the people in the aggregate can see the trend of social life and can use its influence over the home and give to it what the home does not give the school.

What is the department doing for the child who has not? Whose surroundings contain nothing to uplift, and whose ideals of literature is the Sunday comic sheet? Such homes are not only the homes of the very poor, but of the well to do, even the rich. Homes that have an abundance of books, books behind glass doors that are never looked at and whose place in that home is due to the unwary householder being caught by the blandishments of a wily book agent, and whose very presence is a sham.

Are the methods such, that when grown he will ever care to read aught but the daily papers? Is the English department by the recital of song or story stimulating his imagination to better living or higher thinking, or it is leaving him to the sluggish commonplace all the days of his life? Is the life of the manhood and womanhood fuller for having that department in the public schools and does it add to a better understanding of life and how to live it? What about the pupil who drops out of school life in the sixth grade? Has the English department made any impression on him? I talked with one of these the other day—a bright, intelligent young fellow now studying nights to make up for those vanished years. And near me lives Carmelita, the dramatic fire slumbering in her somber eyes and trembling in her little body. Will the English department give her that which her soul craves and which she never will find in the place she calls home. Is not the school responsible for such as these? Does it not rest with the English department to bind them to the school in those early years, when the brain is plastic and the deepest impressions are made? The Catholic church has said "give me a child until it is seven years of age and I will hold it the rest of its life." Should the public school do less?

In the daily grind of school life is that vital spark of imagination choked with the ashes of curriculum and crippled in the hurry of making grades? The successful teacher's pupils make their grades, and at the end of the year when they can glibly answer each question asked, when they have finished the high school and can write a fairly good essay on a given subject, can tell blank from lyric verse, and the classic from the romantic period, what have they? A sincere love and appreciation for the great masterpieces of English Literature or is their intellectual horizon bounded by the daily paper and the "book of the year?"

In the years to come will my son, when after the day's dull routine go to his friends, the books, for his rest and recreation? Will he find in them a solace when all else have nature and work fail? And if so will it be because of the English department or in spite of it? In short, is the English department sincere in its work? Is it giving a bargain or a husk?

Perhaps I do not understand the difficulties and exactions, the necessity for systematic work, but it seems to me that the department of English Literature holds the moral and mental welfare of the child, nay, the whole community in the hollow of its hand. It may be that I am overestimating its place in the social fabric but I do not think so. By a greater harmony with self, an absolute sincerity of purpose to give to the child the best possible good in the best possible way the school, yes the department of literature itself can become a center round which the social life of the whole community revolves.

The Teachings of a New Jersey Schoolmaster

The only permanent thing we have is change.

Everything that has ever happened in history has happened because a large number of men kicked.

I do not fear revolution. I do not fear it even if it comes. I have unshaken faith in the power of America to keep its self-possession.

I have no objection to the size and beauty and power of the automobile. I am interested, however, in the size and conscience of the men who handle it, and what I object to is that some of these corporation men are taking joy rides in their corporations.

While you are walking around with your hands in your pockets, whistling, thinking the world is going on as usual, there is a little group of gentlemen in some room, somewhere, putting up a job on you.

If you are ever tempted to let a government reform itself, I ask you to look back in the pages of history and find me a government that reformed itself.

That a peasant may become a king does not render the kingdom democratic.

We are not going to break faith with the past or with each other, but by the elements of perseverance we are going to get what we want.

We did not start out to show the world how those things that the world has always been doing could be done over again upon a slightly larger scale. That does not satisfy our ambition. That is not what America is for.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial

An Economical Question Why does it cost the State of California $241.00 per pupil in the university, when it costs only about half as much in Wisconsin, Indiana, Iowa and other States?

* * *

Taxes A man in business today pays a direct tax to local government, a direct tax to the State government. He pays a corporation tax to the State, first on his charter, then on his property. He pays a license for permission to do business to secure money to pay his other taxes and then he pays several other special taxes, a corporation tax on his income to the U. S. Government, besides tariffs and duties too numerous to be tabulated. Is it any wonder that the cry is, "Oh, for the simple life," or for a "lodge in some vast wilderness." The next great reform will be for the single tax, or an immediate simplification of our tax system which has grown so cumbersome that it requires too much education and funds to keep tab on it.

* * *

Agriculture vs. Arithmetic The meeting of farmers, pedagogues, and lecturers at the Agricultural Farm at Davis on Saturday, October 14th, made up a peculiar audience. President Wheeler spoke on the value of teaching agriculture in the public schools, and told the farmers that County Superintendents should be appointed and not elected. The farmers saw the point that Wheeler was trying to make in that they were not competent to elect a County Superintendent of Schools. The applause from the farmers was "heard to cease." Allison Ware spoke on the value of intelligent agriculture, but claimed that the teaching of reading, spelling and arithmetic needed immediate attention in the public schools. The farmers were responsive. The lesson to be learned from the two points of view is this: The Study of Agriculture is important. Intelligent intensive farming is the greatest need of the age. However, we must not overlook that reading, spelling and arithmetic are fundamental subjects, and to hamper or cripple the elementary school children in securing a unholy knowledge of these subjects is wrong.

Barr James A. Barr failed of re-election as City Superintendent of Stockton Schools and Ansel Williams of the Stockton High School was elected Superintendent. Superintendent Barr has been one of the great educational leaders of the State, and he has given the Stockton schools a national reputation. He is an organizer of unusual ability and will undoubtedly have a choice of positions offered him, where the work will be more congenial and the response more generous than at Stockton. In his educational work he struck high water mark in the "Berkeley meeting" of the State Teachers' Association in 1905. The last three years he devoted himself along with Lange, Daily and Armstrong to the "afiliation" movement of the various associations. This movement has not resulted in the accomplishment of any great good and deteriorated somewhat from Barr's reputation as an educational leader.

* * *

1915 President Taft has turned the first shovel of dirt for the great exposition of 1915. Now the big buildings will be constructed. San Francisco will lead the spirit of civic progress. The scheme of permanent improvements will go forward. In the onward march the Board of Education will not let the public schools lag behind. The public school houses erected the past three years, and those planned for the next three years, are fine examples of architecture and modern conveniences.

* * *

The Constitutional Amendments The State of California has voted a new Constitution. The people have the right of initiative, referendum and recall. They have the right to have county government under charters. In fact when extra session of the legislature meets and adjourns the public will be aware of tremendous meanings of some of the amendments in State government. The woman suffrage amendment will undoubtedly have a far more reaching influence than many anticipate. The eight thousand school teachers should form the nucelus of the intelligent vote of the women of the State. The teachers' vote should be based on the non-partisan principle of civic righteous. Now is the opportunity of better social conditions, of a more beneficient citizenship. The great women vote of California is non-partisan. It will stand for the best in public life. The teachers should begin at once to organize, not among themselves, but with the women of the district in which they live, into clubs of civic service.

* * *

The Labor Day edition of Organized Labor contains about twenty illustrations of the new modern school buildings in San Francisco. These buildings are an indication that the material welfare of the education life of San Francisco has not been neglected. No city in the land the size of San Francisco can show as many fine new school buildings as the city by the Golden Gate.

HOW TO GET RID OF YOUR BOSS

The anonymous author of "A Living Without a Boss," a recently published book which tells how a city man began life anew in the country, notes some striking instances of the country's need for workers. Beginning at the bottom of the scale, he writes:

"A man can readily earn a living in a country town not far from a great city if he is willing to work for others at shoveling, digging, repairing, general laboring, jobbing."

"Among skilful workers who would be cordially welcomed in most communities the paper-hanger looms prominently."

"The only painter available within a radius of a good many miles from my dwelling was a retired sailor who was puffed up with pride at being in constant demand. He was so high-handed that the paint he used had to be secured through him, and whoever employed him had to pay for the paint in advance."

"One of the very best opportunities, for the good not only of him who can seize it, but of the entire countryside as well, is that of acting as middleman between producer and city dealer."

"The city man who goes to the country with daughters old enough to teach can, if they are qualified, find schools for them."

"Any lawyer who is drudging in a great city to make ends meet, can find comfort in a rural community—I do not mean the county-seats, but the small towns."

FACTS ABOUT MONEY

"The average American," said Dr. Sisson of the University of Washington, to the teachers of Alameda County, October 17, "does not know what money actually is. It is to him something that he must get as much of as he possibly can by any means that will keep him out of jail. I am not saying this in an accusing way—just stating a fact. The average man of this country has never been taught to see the real side of money—the real basis of its value—how every dollar stands for just so much labor at the expense of man's sweat or blood—perhaps for labor, which stunted a child's body or mind, or that drained the blood from a mother's cheek and the luster from her eye—or, on the other hand, for so much labor performed in human contentment and the joy of the work. We look upon money as something detached and inhuman—while it is in fact a mere measure of the effort and value of men and life—about the most human thing in the world."

Dr. A. E. Winship in the N. E. Journal of Education emphasizes the fact that Supt. Alex Sheriffs did not attend the meetings of the N. E. A. in San Francisco. Does Editor Winship intend the notice as a slam at Superintendent Sheriffs or at the N. E. A.?

Questions of National Honor

President Taft's speeches on Peace appeal to every citizen interested in the welfare of humanity. This extract from his speech at the Palace Hotel will be especially interesting at this time.—Editor.

"I have said that we cannot arbitrate questions of national honor. Well, why can't we? One hundred and fifty years ago men said they could not wipe out personal honor—the stain of personal honor—without going out on to the field of honor. And if a man insulted me the only way I could wipe out that stain was to go out and make myself a target for his bullets. Of course, he made himself a target for mine, and if I happened to be the better marksman I went out with a consciousness that the Lord had arranged that matter just as it ought to have been, and that my honor would be all cleared up again. But if he hit me—and I would be a much larger target probably than my antagonist—(laughter)—I cannot see that if I went home wounded and was confined in bed two or three months but that it would take a good deal longer than that time to satisfy me by any use of logic or reason, and to show me how by getting a bullet in the body I would wipe out the stain on my honor. (Laughter and applause.) While that more illogical method prevailed in the English courts of justice, the lawyers and judges I see before me know what the wage of battle was. I do not know that I can give you it in all its technicality, but certain it was that when a narrow issue was made as to whether a man made a promissory note, or paid it, or whether he had slandered somebody, they went into court and then the defendant said: 'You need not call your witnesses, I demand my wage of battle,' and the Court handed out two swords of the same length and they went to work in a twenty-four foot ring, in the presence of the Court, and if the defendant cut off the hand of the plaintiff, or knocked him out, that settled it, that the note was not paid, or if he called the other man a liar, that the other man was not a liar. Now, that is humorous, that is ridiculous, that is amusing. But I ask any man with reasoning faculties to tell me what difference there is—not in analogy, but in actual reasoning—as to the two things which are the same thing, what difference there is between that method of settling a controversy at common law and the method that is now adopted and invoked as to the settlement of international controversies when they affect vital issues or national honor? (Applause).

The March Toward Peace

"Now, it does not argue that because we want to settle questions that way we are lacking in courage as a Nation. We have ninety millions of people; we have resources greater than any other nation in war, and we know and they know that we are not afraid of any nation. (Applause.) It is because we occupy the position of independence, so that nobody can impugn or take from our honor that we are able to lead in this march toward permanent peace for the benefit of the whole world. (Applause.) And it is because of that that we ought to have the moral courage to stand up and say we will do so. Now, all the other nations of the world are looking to us to lead that vanguard. Is it possible that we cannot do what Norway and Sweden have done? They have submitted a certain class of questions to a board of arbitration and have permitted that board of arbitration in their treaty to say whether the question when it arises is within that class, that is, to decide the jurisdiction.

"Now, are we going to say to these nations abroad that are looking to us and that accept so quickly our offer of treaties, 'Well, we have a peculiar Constitution, it is old-fashioned; we have a prerogative of the Senate, and really you must go on with your own peacemaking, we are so constituted that we cannot enter into this grand effort to abolish war and make peace permanent?'

"Gentlemen, we ought to give a liberal construction to the Constitution if the Constitution really forms any obstacle to the power of the Senate to make such a treaty. It cannot be found in the Constitution; it has to be contrued into it. Now, let us construe out of it, let us go on and lead the van and do something for the sake of mankind. (Applause.) The Lord did not give us this power, did not give us these 90,000,000 of intelligent people, did not give us all these resources, did not give us all this isolation which helps us to rid ourselves of entangling alliances without imposing upon us the responsibility of doing what those fortunate circumstances enable us to do, to lead the world on to a higher and to a better civilization." (Applause).

ARE PLAYGROUNDS NECESSARY

The following discussion in reference to a Departmental Committe appointed by the President of the Board of Education on the subject of school playgrounds is of great interest. In urban areas land is costly to purchase, and the Board, in its new-born solicitude for the ratepayer's purse, after having cheapened the cost of buildings, seems to be inclined to relax the regulations about playground space. The appointment of the committee is nothing less than startling. Just at the time when we are all becoming convinced that physical education is no less important than intellectual, and just in the places—i. e., amid dense population—where playground space is essential, the Board proposes to inquire "whether it would be consistent with due regard to educational and hygienic considerations" to reduce the minimum standard of playground accommodation required by the regulations. We shall await with interest the report of the committee. The present regulation requires a minimum of 30 square feet of playground space per head of accommodation. We doubt if any one who has watched children in the playground of a town school could find any reasons for curtailing the space that would prove consistent with educational and hygienic requirements.—London Journal of Education.

CHARLES H. AMES

Charles Henry Ames, secretary of the D. C. Heath & Co. of Boston, Publishers, died September 9, 1911. Mr. Ames was well known on the Pacific Coast, and greatly respected by all who knew him. Mr. Bruce of the School Board Journal pays the following tribute to him:

"Soon after graduation from college he identified himself with the Prang Educational Company, with which concern he remained until he joined the late D. C. Heath as partner in the early days of this business. When the firm of D. C. Heath & Company became incorporated he was made a director and its secretary, and remained in these offices till his death.

He was connected with the American History Association, American Ornithology Union, American Forestry Ascociation, Delta Kappa Epsilon Fraternity and the Boston Merchants' Association. He was a member of the Sierra Mountain Club of San Francisco, the Mazama Mountain Club of Portland, Oregon, Ends of the Earth of New York, Tuesday Club of Newton, Appalachian Mountain, Twentieth Century and Puddingstone Clubs of Boston.

In Memory of

CHARLES HENRY AMES

Born February 5, 1947

Died September 9, 1911

He touched life on many sides and in broad relations. Widely traveled, he was a lover of home. An enthusiastic student of nature, he saw it in its deeper meaning. Appreciative of art, he brought it within the horizon of youth. An idealist in temperament, he was gifted with rare insight into the subtle problems of philosophy. Sensitive to moral issues, he was a champion of ethical standards. A gracious spirit, he was a friend of all that is good, and the good and wise were friends of his.

INTRODUCTION TO GENERAL SCIENCE WITH EXPERIMENTS

Percy E. Rowell, a well known contributor to this Journal, has written the above book. It is published by the Macmillan Company, New York. Professor Rowell has dedicated the book to his mother. The volume is undoubtedly the best book of its scope yet published. It is new and modern on every page. The book should be in the hands of every teacher and pupil in the grades. The author says: "This book is offered in the hope that it may aid and guide the teacher as well as help the pupils, always allowing the initiative on the part of both. The book may be used without any reference books except the publications of the U. S. Government."

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School Trustees

Supt. Edward Hyatt has issued Superintendent's Bulletin No. 1 which contains the following excellent items of interest to school trustees:

The New Registers will be out in a short time. They will provide a little square for each quarter day. No quarter must be less than sixty minutes in length. No quarter may be counted as present unless the pupil was there the whole of the quarter. Thus, a pupil tardy or excused at any time of day loses a whole quarter day. The number of minutes present during that quarter should be recorded, but the quarter does not count in the total unless it was all present. Doubtless these things will be unsatisfactory to some, objectionable and open to criticism to many. But the only thing to do is to take them as they are given to us and all use them as best we can. All must be governed by the same rules if we would have fair play.

* * *

Now, in some cases, these rules seem to work hardship. It is difficult to have four-hour days for double session schools. Some schools do not like to keep the younger children four hours per day. Some schools dis miss early on Friday afternoon. Night schools not not have four-hour sessions.

In all such instances the answer is the same. When a school finds it impossible or undesirable to maintain the standard length of day, well and good. Let it do freely what is best for its people. But it should not ask or expect quite so much money from the public coffer as if it had met the standard. Let it lose cheerfully a small fraction when it falls short of its fellows and let it go at that. All good things in this world must be paid for.

* * *

As during last year, the registers will be in two forms. The large one, bound in boards, is for rural schools, and pupil's names need writing only once per term. The small one, bound in manila paper, needing names rewritten every month, is for city schools. It is only large enough for a single year, and the city superintendent is supposed to bind all the registers of his town into one volume at the close of each year.

Of course, if the rural teachers prefer the city register or vice versa, it is all one to us. The county superintendents distribute them and they order either or both kinds at their pleasure.

Whether to use the old register to the end of the term or put in the new one as soon as it comes is a matter of individual choice, depending on circumstances.

The appointment of trustees for the full term by county superintendents is causing some discussion in the State. It often puts an unpleasant responsibility upon the superintendent in the case of districts that really ought to be borne by the people themselves when it entails the change or continuance of the whole policy of the school. Superintendent Wilson of El Dorado County advocates a law allowing the superintendent the option of appointing trustess or calling a special election in the dictrict to settle the matter.

* * *

In the internal management of the school, the trustees are, and ever must be, dependent upon the teacher. Nothing can really be effectively accomplished without the genuine and heartfelt interest, sympathy, cooperation of the teachers.

Ergo, if there is some piece of apparatus or school equipment or some plan or improvement that the teacher is keenly interested in; something she really cares about and talks about and asks for three or four times; why then the trustees would better

"Here's the book I sought for so."
—Julius Caesar, Act 4, Scene 3.

A Pencil Geography

issued by the JOSEPH DIXON CRUCIBLE CO. It is convenient in size and shape, handy to carry in the pocket, and just enough in it to be read without any fatigue. It is patterned after the old school geography of forty years ago, in which the subject was taught by means of questions and answers. It gives answers to many questions which are being continually asked as to where the materials come from which compose the pencil, and also how they are put together. We think it will help you in your work in the school room.

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get it. If her heart is in it, it will be successful, and it will be the means of working great good to the youngsters, no matter what it is. Enthusiasm and success are a valuable lesson to young people, expended upon any particular object whatever.

On the other hand, you waste your thunder to hand over some splendid map or globe or other new educational device is the teacher doesn't know it, doesn't love it, doesn't ask for it before it arrives. She will smile, she will welcome it, she will say, "How nice," she will give it a place of honor in the schoolroom. But it will never breathe. It will never enter into the hearts or the heads of the children. It will accumulate dust. It will fall into the sere and yellow leaf. And the well-meaning trustee who bought it can't help himself, and can't do a thing! Better never buy anything for the school from an agent unless your own teacher had been asking for it before the agent struck the county.

* * *

"It makes me sick," said a wholesome, hearty superintendent a few days ago, "to see some of my districts disputing and scrapping and refusing to admit children from other districts without pay. Why, confound them, don't they know that the schools are supported by the State and by the county, and not by the district? Don't they know they are for the benefit of all the children and for the convenience of the people? What business have they to want pay from a child who wants to go to school? They don't understand the spirit or the theory of our school laws at all! When there is room for the children there ought to be no question about their admission."

* * *

In this connection it may not be amiss to remind every one of the new law requiring teachers to keep the attendance separately for children residing outside the district, so that the superintendent may transfer it to the home district at the end of the year. School people should watch the working of this law and be ready to report on it as good or bad at the end of a year or two. It might be well for trustees having children attending outside districts to keep track of the matter, make lists of the children and notify outside districts early in the year that the attendance of such and such children should be kept separate as it will be claimed by the home district at the proper time.

* * *

The new law requires county superintendents to register school orders for which there is no money in the treasury, after which they bear interest. The superintendent should be very cautious about this registering of unpaid orders, as it will make him peculiarly responsible for them. For instance, he must not thus give a standing to orders that can not be paid from the current year's funds, nor to orders that must wait till an 8 months' term has been maintained. He must keep his weather eye out for wildcat orders for books and apparatus that are off color in one way and another. Undoubtedly the superintendent has the same powers in refusing to register as he has in refusing to pay doubtful orders.

El Dorado Institute

The El Dorado County institute was held in the historic town of Placerville on October 3, 4 and 5. The instructors were Mrs. Nettie M. Gaines of the Stockton city schools who described "Composition through the Short Story;" L. L. Wirt "The Conquest of the Arctic," and Herbert L. Coggins who spoke on "The Power of Cheerfulness," "Bird Life as a Natural Resource," and concluded with an illustrated lecture "Homes Without Hands." Superintendent Wilson is to be particularly congratulated upon the way in which his teachers took part in the sessions and upon the unique reception tendered the visitors on the evening of October 4th.

Superintendent A. Roncovieri was given a vote of thanks by the San Francisco Board of Education for securing appropriations for the night schools by contesting the rulings of the office of Superintendent of Public Instruction.

A Noted Author and Lecturer Coming to California

Sarah Louise Arnold is to be the principal speaker at the State Association held both in Los Angeles and in Stockton.

Miss Arnold has an enviable reputation in the school world, being well known as a public speaker and as author of several of the best known school books published in this country. She is joint author with Dr. C. B. Gilbert of "Stepping Stones to Literature," Books Four and Five of which have been adopted by the State of California. She is author of "Waymarks for Teachers," one of the best sellers among books for teachers ever published. She was Primary Supervisor at Minneapolis and later at Boston, after which she was elected to her present position, Dean of Simmons College, probably the best known institution of its kind in America.

This is Miss Arnold's second appearance at a State Association in California. She attended the State Association in 1904 where she won golden opinions from the school people through her splendid address at Los Angeles. She has a pleasing personality and is a fluent public speaker on educational and other topics.

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LOCAL INSTITUTES A GREAT SUCCESS

J. E. Reynolds, the author of the new Institute law, and County Superintendent of Schools of Ventura County, gives his impression of local institutes:

The first series of local institutes was a success. The attendance, although not so large in one or two places as I had hoped for, was good, aggregating for the week from 1200 to 1500 people, easily five times as many as ever attended an institute meeting under the old plan.

Interested in what our schools are doing, these have learned from the teachers with some definiteness our objects in the teaching of the subject considered, literature; and in several places, the teachers have learned the parents' point of view on the same subject. Besides this, all have had the opportunity of listening to an interesting and instructive lecture on literature by a man thoroughly informed on his subject.

Moreover, by actual count, twenty-six teachers of the county have had the benefit of coming face to face with their own thoughts on the subject of literature in the schools by arranging those thoughts for expression before an audience, and then have had the further advantage of comparing their ideas with those of others. Twenty-six is just eleven more than appeared on the program during the entire annual last year. Activity always has advantages over passivity, and the logical institute in this respect has shown itself decidedly superior even in the first series.

Further than this, the short session institute, treating of one subject gives a clear, definite, strong impression which is not effaced or made faint by immediately overlaying it with the impressions from lectures and discussions on half a dozen other subjects.

Last and not the least, the work of the schools has not been stopped or interfered with. Teachers have given their time without extra pay, and have done so with cheerful willingness. Why not? Under this plan of institute, they will receive for the year's work exactly as much money as under the annual plan; and, in almost every case, their expenses for attendance reduced, in most cases, in fact, reduced to nothing.

It seems patent, then, that for all who really want to know what the schools are doing, and how they are trying to do it, that is, for parents and schools officers; as well as for the teachers and the schools, the local institute has thus far shown itself to be a success.—Ventura Free Press.

SAN MATEO INSTITUTE

The San Mateo County teachers were particularly fortunate in the number of instructors and the varied topics presented to their institute which took place in the beautiful new high school building in San Mateo. The speakers engaged by Superintendent Ray Cloud were Professor P. E. Davidson, H. L. Coggins, Loyal L. Wirt, Richard G. Boone, Dr. William F. Snow, Thomas E. Hayden and Professor C. E. Rugh.

Western School News

Supt. Chaney of Glenn County visited San Francisco recently as a delegate to the Masonic convention.

* * *

C. J. Bennett, formerly of the State Normal at San Jose, is now connected with the University of Oregon at Eugene.

* * *

Shirley Hyatt has been appointed assistant professor of physics at Stanford University.

* * *

Francisco I. Madero, the new president of Mexico, was a student at the University of California.

* * *

Stella Huntington is doing excellent work as secretary of the county library of Yolo County.

* * *

Arthur Chamberlain, the well known author and lecturer, has recently delivered addresses at Bisbee and other points in Arizona.

* * *

Hugh J. Baldwin of San Diego has been attending the convention of the Humane Society of the United States at San Francisco, Cal.

* * *

A. H. MacDonald, the pioneer public school teacher of San Francisco, is now a regular notary public with offices at 370 Monadnock Building. Mr. MacDonald was at one time a teacher of Hiram Johnson, and the Governor got in the "recall" on his old school master.

* * *

Miss Margaret Haley of Chicago, Ill., has done splendid service for the women of California during the past three months.

* * *

Will C. Wood presided, and Henry George Jr. spoke at the California Schoolmasters' banquet Saturday evening, October 21.

* * *

The next meeting of the Bay Section of the California Teachers' Association will be held in Stockton, California. Guy Benton, president of the University of Maine, will be the principal speaker. Mrs. Sarah Louise Arnold, Dean of Simmons' College, has also been secured both for the Southern and Bay Sections.

* * *

The Oregon Teachers' Monthly prints a list of over twenty schools that need teachers.

* * *

Supt. Frick of Alameda County prepared an institute program that surpasses anything of the kind ever offered in Alameda County. He has as special lecturers Prof. Livingston of Wisconsin, and Prof. Sisson of the University of Washington, and a musical program under direction of Paul Steindorff.

* * *

J. E. Barnes, of the Tharp Commercial High School, San Francisco, has developed a beautiful ranch along the Ocean Shore near Mussel Rock. The place is becoming noted on account of the splendid hospitality of Mr. Barnes.

* * *

W. G. Hartranft is filling a number of institute engagements. He spoke last week at Vallejo and this week October 16 to 20 at Monterey.

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H. L. Coggins, who is at the head of the literary department of the Whitaker-Ray Wiggin Co., has just returned from a lecture trip to El Dorado and other places. His illustrated lecture on "Birds" is of very great interest and is extremely popular.

* * *

President Lulu White of the Northern Section of the California Teachers' Association has prepared a fine program for the Chico meeting, October 24 to 27. There will be a large attendance and interesting speakers.

* * *

Supt. Edward Hyatt and Mrs. M. G. Hyatt, Deputy Superintendent of Public Instruction, attended the opening of the Anthropological Museum donated to the University of California by Mrs. Phoebe Hearst. The museum is in the affiliated Colleges near the Golden Gate Park.

SISKIYOU COUNTY TEACHERS' INSTITUTE

Superintendent W. H. Parker called his first institute to meet in the county high school building at Yreka on September 5th to continue through the 5th, 6th and 7th.

The session was one of much interest and was attended by all the teachers as well as many who were not teaching.

The instructors from abroad were Lee Emerson Bassett of Stanford University, Lincoln L. Wirt, formerly Superintendent of Public Instruction of Alaska, Miss Ida M. Fisher of the San Jose Normal, Mrs. Nettie S. Gains of Stockton and Job Wood Jr. of Sacramento.

Superintendent Parker, in addition to giving some excellent talks, proved himself a fine presiding officer.

Many of the teachers took part in the discussions and the following named ably presented subjects before the institute.

A. D. Tenney, R. R. Simmons, R. H. Taylor, Miss Esther L. Lee and Miss Edna Jones. The local musicians enlivened the session with many excellent selections.

The day following the close of the Teachers' Institute, Friday, the Trustees of that county met under the new law for the first time. Nearly all of the districts were represented by men who showed the interest in education taken by the people of this northern county.

Those taking part in the program were W. H. Parker, County Superintendent, W. B. Shearer, J. A. Ayer, A. A. Millikin, Roy E. Swigert and Job Wood Jr.

The meeting from an educational point of ciew was a great success.

YUBA COUNTY TRUSTEES INSTITUTE

On Saturday, September 16, Superintendent W. P. Cramsie called his first Trustees Institute to meet in the assembly hall of the free library in the city of Marysville.

Nearly all of the districts were represented by trustees who took much interest in the subjects presented.

Superintendent Cramsie presided in his most genial way and kept the interest at the highest point from the beginning to the close.

Mr. P. M. Fisher of the Oakland Polytechnic High School presented a most excellent talk on the "Selection of Teachers and the General Management of Schools."

Job Wood Jr. discussed the recent school legislation and the management of schools in a general way.

Mayor G. W. Hall was a prominent figure during the day and gave a kindly greeting to the trustees and to each as he met them during recess.

Mr. E. T. Manwell, formerly Superintendent but now District Attorney, was present and gave a most interesting address on school management. Mr. W. H. Neimeyer of Wheatland spoke in a most entertaining way on the "Relations of the Trustees to the Community."

Mr. J. W. Mills, a trustee at Linda, gave a most excellent address on agriculture in schools. Mr. Mills has had an excellent training in these subjects both in and out of college and he speaks from experience.

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* * *

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Book Notes

"Bliss's History in the Elementary Schools" by W. F. Bliss, B. S., M. L., Dean of the Normal School and Head of the Department of History, State Normal School, San Diego, California; Sometime Teaching-Fellow in History, University of California. Cloth, 12mo. 214 pages. Price, 80 cents. American Book Company. This helpful manual for teachers provides for a complete course of study in American history for the first eight years in school. It is the result of years of experience and has been tested in many schools. It combines methods, courses of study, and bibliographies, and is equally suited to graded or ungraded schools. Among its many helpful features are: its practicability and adapability to any conditions; its logical consistency; its vital interest to the pupils; the sense of the unity of history which it arouses in the minds of teachers and pupils; the selected, workable bibliography, containing book lists especially suitable for the use of young pupils and of teachers who have had only the minimum of historical training; the introduction of a variety of methods of representation and reproduction by the pupils in the form of drawing, sand and clay modeling, handicrafts, simple dramas, etc.

Professor Bliss is one of the ablest teachers of history in California, and we are delighted that he has put some of his work in permanent form.

* * *

"Exercises in English," by Edwin C. Woolley, Ph. D., Assistant Professor of English in the University of Wisconsin. Cloth. 147 pages. Price, 60 cents. D. C. Heath & Co. Publishers. In nearly every class in composition in high school or college there are students in need of special training in some of the elementary processes of writing. This book furnishes apparatus for the drill necessary to remedy these defects. It is not intended that all the exercises shall be taken consecutively, but that the teacher should assign to individual students such exercises as will remedy the particular defects appearing in their written work. The topics include the proper use of synonyms and grammatical and idiomatic accuracy; rhetorical principles as affecting sentence structure in unity, order of members, dangling modifiers, coordination, subordination, logical agreement and the like. Exercises in spelling, compounding, abbreviation, syllabication, punctuation, paragraphing, and letter writing are also included. The book will prove a book to teachers of composition in secondary schools and colleges, and is a worthy companion of the author's widely known "Handbook of Composition" and "Mechanics of Writing."

* * *

"Principles and Practice of Poultry Culture," by John Henry Robinson, Editor of Farm Poultry, Boston, Mass. Ginn & Co., Publishers, 717 Market street, San Francisco, Cal. Mr. Robinson is perhaps our greatest American authority on the practical raising of poultry. His field of work is assuming tremendous proportions in modern industry. His book is the only comprehensive treatise on the subject in circulation. It is based upon the intimate association of the scientific and the practical in everyday work, and is elaborately yet appropriately illustrated. More than five hundred cuts from photographs and drawings, systematically arranged with reference to the text and to each other, show graphically the evolution of methods and systems of poultry keeping, the development and range and types of structures for poultry, common appliances and the methods of using them, the characteristics of the different kinds, classes, breeds, and varieties of poultry, etc. The general list of references includes all important poultry books and bulletins. The glossary is carefully compiled and includes all words used in the text in a technical sense. Though written primarily for students, the book meets all requirements of a general treatise on poultry culture.

* * *

"Standard Short Course for Evening Schools," by William Estabrook Chancellor, Superintendent of Schools in the town of Norwalk, Connecticut; Professor of Education, Summer Session, Northwestern University, and Lecturer in Teachers' Institutes. Cloth, 12mo, 259 pages with illustrations. Price, 50 cents. American Book Company. A systematic course of practical, elementary lessons in English, including reading, language, and spelling, in arithmetic, in civil government, in physiology, for students in evening schools, especially the foreign-born and the adult beginners. All the materials for such instruction are here provided. This one-book course is designed for the convenience of towns and cities with evening schools, desiring an abundance of well selected and well graded material at moderate price. It has been prepared largely from the author's four-book series for evening schools, issued some years ago and now in very wide and successful use throughout the country. This course teaches English to foreigners by the direct method—little time is spent in translating. The use of clear, simple pictures to illustrate the lessons is a conspicuous and valuable feature. Learning in this way, as the child learns, is not only natural but best. Difficulties are reduced to a minimum, and progress is sure.

* * *

"Kimball's Elementary English," by Lillian G. Kimball, formerly head of English Department, State Normal School, Oshkosh, Wisconsin. Cloth, 12mo. Book One, 276 pages, 40 cents; Book Two, 299 pages, 60 cents. American Book Company. "Kimball's Elementary English" in two volumes is designed for use in grades four to eight inclusive. It is in complete accord with the present strong tendency in education toward what is practical and useful rather than what is merely disciplinary. It recognizes the child—his natural interests, his needs, and his development—as the controlling factor in the teaching of grammar and composition. It makes a continual demand upon the child's powers. It requires him to take the initiative, thus helping him to become self-reliant and free. It is inductive throughout.

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Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

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WESTERN JOURNAL OF EDUCATION

Vol. XVI SAN FRANCISCO, NOVEMBER, 1911 No. 11

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

A Burning Question

More questions are asked nowadays about the new attendance law than about anything else. It nearly takes one man's time to answer them. Here is the law itself, as passed by the Legislature, so far as it relates to attendance. It is followed by extended remarks.

"A school day is hereby construed and declared to be that portion of the calendar day or night in which school is maintained and in which one-twentieth of the work of a school month may be performed. The attendance of pupils present less than one-fourth of any day shall not be counted for that school day and pupils present for one-fourth of a day or for more than one-fourth of a day shall be counted as present for one-fourth of a day, one-half of a day, three-fourths of a day, or for a whole day, as the case may be."

* * *

Four-Hour Standard

Soon after passage of this law basing school moneys upon attendance, school officers in various parts of the State began to call urgently upon the State Board of Education to add to its required rules and regulations an exact definition of the School Day, that should be the standard in distributing school funds. After consideration and discussion extending over several months the Board set as the standard a minimum school day of not less than four hours of actual school work. This was to apply to all schools of all kinds that participated in State funds. Schools that for any reason fell below this standard should correspondingly fall below in their participation in school funds. Those who urged this felt that it was necessary for some authority to set some standard in order to prevent confusion, injustice, cross purposes, possible fraud.

* * *

Very Obnoxious

This standard or indeed any standard immediately became very obnoxious to all schools that wished to hold shorter than four-hour days. The night schools in particular felt it an outrage. Night schools are held in the big cities, and it is not possible to hold them longer than two hours per night. If any standard is set, the night school session will not draw so much money as the regular day school session. Under the proposed four-hour standard, night schools would draw only half as much money as day schools. This would make a difference of $16,000 per year to San Francisco and a similar amount to Los Angeles.

* * *

In the Courts

It is entirely natural that the school people of the large cities should strenuously resist a thing that would unfavorably affect their own funds. Superintendent Roncovieri, as the leader of the schools in the largest city and in defense of his own, brought a mandamus suit in the Court of Appeals in San Francisco September 25th, to prevent the operation of the four-hour standard so far as night schools are concerned. He was represented by the City Attorney of San Francisco. The four-hour standard was represented by the Attorney General of the State, under whose advice it was originally adopted.

> **My Symphony**
>
> To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable; and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, babes and sages, with open heart; to bear all cheerfully, do all bravely, await occasions, hurry never; in a word, to let the spiritual, unbidden and unconscious, grow up through the common. This is to be my symphony.
>
> —Wm. Henry Channing.

* * *

Up in the Air

Early in October the Court of Appeals at San Francisco rendered a decision against the four-hour standard, and ordering the mandamus to issue against its operation.

The Attorney General appealed the case to the Supreme Court. It will be perhaps many days before the Supreme Court can take it up. This leaves us somewhat up in the air, but I presume the legal aspect of the matter is that the four-hour rule stands until it is modified in future by competent authority.

* * *

Two Sides to It

Of course there are two sides to this, as to all controversies. Every one concerned in it, however, is entirely friendly and wants to do what is right and square. Whatever the courts declare as their final judgment will be accepted as just.

The one side honestly feels that one school deserves just as much as another at the hands of the State, regardless of the particular hours it finds necessary or desirable for its daily session.

The other just as honestly holds that this course would offer a premium upon petty frauds in general; and that in the particular case of the night schools it is unjust to take money away from the thousands of rural schools all over the State, running 4, 5 or 6 hours per day, in order to give the same amount of support to special schools peculiar to the large city that only run two hours per day.

* * *

Mine Own Part

For mine own part, I am sorry to be put in the position of seeming to stand in the way of so worthy and useful an educational institution as the night school. It is a splendid institution and I want to support it and encourage it in every way that I honestly can. Yet it is my duty to look after the interests not of any one class of schools but of all the schools of the State. I cannot forget that if one group of schools gains $16,000, the money must come at the expense of some other schools somewhere else. There is a constant tendency for the great to devour the small and for the rural schools to get the short end of the bargain. It seems to me a danger to leave the door wide open for any kind of a school to be organized for any purpose for any length of day, or term, giving it the right to demand the same amount of public fund as the standard public school. Some of my best friends think I'm wrong in this, however.

* * *

Periods for High Schools

Many high schools of the State urged that the recitation period rather than the

hour be made the basis of attendance, in order to facilitate the keeping of the records. The State Board accordingly defined the minimum day's attendance for a high school as four regular recitation periods, each period to count as a quarter day, on the theory that it would necessitate an attendance of at least four hours. This is now the rule of the high schools.

* * *

What Does It Mean?

Now, how does this law intend the attendance to be marked in the register? I suppose the man who wrote it thought it was clear as crystal, so direct and distinct that no one could possibly misunderstand it, so that it would be impossible to get more than one meaning out of it. Yet there are already two camps of earnest and conscientious educators taking positions diametrically opposite and each is dead sure it is right and ready to die in defense of its convictions.

* * *

One View

Before arriving at any conclusion myself, I hammered the thing over at every opportunity with superintendents, teachers and other school officers up and down the State and with the people in the Attorney General's office. Our final idea of the meaning of the law was that it intended to base the apportionment of money upon the attendance of children reckoned in quarter-days; and that it did not intend to give money upon quarter-days that were impaired by tardiness or partial attendance. In other words, that a pupil should not be marked present for a quarter-day unless he were in actual attendance for a full quarter-day nor for a half-day unless actually present for a full half day nor for three-quarters unless present for three-quarters nor for a full day unless present for a full day. In still other words, that the State did not recognize partial units but whole units in its distribution of funds.

* * *

Opposite Theory

The above view seemed to be the notion of everybody at first; but of late one of the southern counties is urging the following interpretation of the law: "The requirement for a full quarter-day in order to count it is aimed only at children who come to roll call in the morning, are marked present and then leave for the rest of the day. It only applies to children who are in school less than a quarter-day in the whole day. In all other cases the pupils are marked present no matter what their tardiness or absence may be, provided that each tardiness or absence be less than a quarter-day."

There you are. Figure on it for yourself. It is fine mental discipline.

* * *

A Summing Up

Of course, as a matter of fact, we must expect some difficulty and some delay in arriving at a satisfactory agreement upon the best way to work out a new and radical change of method. We shall all know more about it when we have tried it a year.. Of course, too, it really matters little in the final result what method we use, just so we all use the same method. If some use one and others another, that will make an unfair distribution. So far as the whole matter has any color of authoritative definition, it would appear to be as follows:

1. Minimum day for elementary schools four hours actual attendance (including recesses for children under 8 years. Night schools in litigation).
2. Minimum day for high schools four regular recitation periods.
3. Use the quarter-day as the unit in marking attendance in all schools, and count only complete units in making totals to serve as a basis for the apportionment of school money.

EXTRACT OF AN ADDRESS DELIVERED BEFORE OUTDOOR ART SECTION OF CALIFORNIA CLUB.

By Laura McDermott

"In 1900, the Cleveland Home Gardening Association began its work with the distribution of 48,868 penny packets of seeds. Today Cleveland has more than 50,000 home gardens due to the influence of the school gardens and the efforts of the Home Gardening Association." In 1909, they distributed 421,611 penny packets of seed outside of what was distributed in Cleveland.

Now what has the situation in Cleveland got to do with the problem of the "City Beautiful" in San Francisco? Just every thing. That is all. In Cleveland they began to get results when they began to work through the medium of the public schools, and right here in San Francisco when you begin to work through the medium of the public schools you will begin to realize the "City Beautiful."

San Francisco has a wonderfully beautiful situation, wonderful, wonderful. I am from the Middle West and this great beauty of situation is not yet a matter of course with me. San Francisco has wonderful possibilities of beauty as yet not utilized. Here and there are bits of really good building, really fine planting, but by and large, San Francisco has hideous homes and most of her planting is mindless, obviously the hit or miss variety. Almost anything will grow in San Francisco and so they plant anything at all, knowing that it is pretty sure to grow, and they plant it in any sort of way.

Now the situation in San Francisco is just this. There are a goodly number of vacant school lots in San Francisco. Most of them at present are acting in the capacity of dumping grounds for the refuse of the neighborhoods in which they are located. They should be made into school gardens and civic centers. Let them radiate a good influence in the neighborhood. One of these waste places has been reclaimed and San Francisco has one really good school garden, the Sutro School garden.

Two years ago, when we tried to get an appropriation for this work in San Francisco, there was a similar movement in Los Angeles. We failed to get our appropriation, Los Angeles won out and is just two years ahead of us. At present there is another effort being made by the friends of school gardens in San Francisco. The School Board have asked the Supervisors for an appropriation of six thousand dollars for the work. I am here to ask that you give us all the assistance in your power. You have worked to realize the "City Beautiful." This is the best way to realize it. Reach the homes through the children. Make the schools the centers of civic beauty.

I think that the school grounds should be the beauty place of the neighborhood and that some part in the planting and care of the grounds. If they did the beautiful school yard would then become a nerve center in that community and its influence would reach every home.

The Glen Park School where I am at present located is a handsome building, not very well built but pleasing to look at. It has a commanding situation. It sits on a lofty eminence. When I walk up to my daily task, I see the dead clay eminence and I am occupied with what I ought to see. The soil isn't all dead, we reclaimed some of the desert last spring. We got pretty fair results for a first trial and the neighborhood responded beautifully.

North of the school is a row of modest home, neat and orderly and well planted. Some very nice little gardens, one in particular, is a delight to enter, a dear Dutch garden. But the effect as a whole is patching. There is no unity of effort. In gardening for civic beauty the block should be the unit, not the individual home.

In gardening, you may get an effect by massing. That is not so difficult as the riot of color. A riot of color is beautiful I think, but you must have space enough to repeat your notes of color, otherwise it will be a series of separate notes, and produce a poor effect in spite of the individual beauty.

If the riot of color is produced by a series of small yards there should be, besides the repeated notes of color, certain lines of uniformity. Get unity, variety and repetition in a block and you have achieved something. As the present Mayor of Berkeley says, "Get the social viewpoint."

SIERRA NEWS BARRED AS STATE BOARD ORGAN

Sacramento, Oct. 31—The State Board of Education cannot designate the Sierra Educational News as its official publication and allow it a subsidy of $5,000 without violating section 920 of the Political Code, which provides that no official may let a contract in which he is interested, according to Attorney General Webb. Professor Alexis F. Lange of the University of California and President C. L. McLane of the Fresno State Normal School, Morris E. Dailey of the San Jose State Normal School, members of the State Board of Education, are members of the California Teachers' Association, which publishes the Sierra Educational News.—S. F. Call.

The Needs of Our Schools

By J. H. Francis

"Children are the world's greatest assets. The nation that makes the greatest strides. is the country that has the best lease on life, and the nation whose children are the best fitted to meet the problems of the future is the nation that has the best future. The key to the entire situation is the Normal school and the college. The ideals they teach, the power they develop and the directions they point, mold the educational future of coming years.

"There is every reason that the educational system of the country needs reorganization. Why is it so many boys and girls leave school in the seventh and eighth grades? It is because they are treated as children when they have reached a state of adolescence and should be surronnded with environments more conducive to their minds. There is a break between the elementary school and the high school that leaves out the change of life in a child. The transition is too abrupt, and the two institutions are sometimes vastly foreign to each other in this respect.

"The present system of education is a complication between the democracy of our forefathers and their aristocracy. The plan of allowing three months each year of vacation originated years ago when ecomonic conditions were entirely different from what they now are. The vacation period is not necessary. It takes six months of schooling to correct the habits children acquire during the vacation season.

"Education is coming to recognize the environment of children. The machine-way system of forcing children from one class into and through the schools, and with whirlwind rapidity from the kindergarten to the university, has been the chief fault in throwing out into the world people wholly unfit to take up the battles of life. We ourselves, passed through this same method of 'pushing' and are passing it back to the unsuspecting childhood. It doesn't make so much difference what a child does not know, but what he does know. The American boy can make the most beautiful bluff in the world. And all because he has been taught to bluff his way through by a system of forcing. There are instances of teachers forcing pupils to answer questions when the pupils had absolutely no knowledge of the answer. And yet these pupils are passed along from class to class with records of doing their work well. We ought to enlarge the opportunities of the school so they will appeal to the child himself. Our system has also failed to make thinking people. We don't think at all, we only think we think. It is a promising indication, however, that education will soon cover the error of its ways, and within the next twenty-five years education is going to recognize the women. Then ecomonic conditions and the educational system will change accordingly."

PREPARATION FOR LIFE

How can we help the many boys and girls who early enter the world of work to bridge the chasm that lies between the elementary school and a successful career in life? This question which every progressive educator and every thoughtful citizen is asking has a new and interesting answer in Dr. Georg Kerschensteiner's "Education for Citizenship," which has recently been translated for English and American readers. Dr. Kerschensteiner speaks out of a long and enviable experience as director of the public schools of Munich, where the experiment on which he bases his conclusions has been carried out with a marked degree of success. This experiment is the reformed Continuation School, now an established educational factor in many of the cities of Germany.

The high standing of "Education for Citizenship" in German educational circles is shown by the fact that it won for Dr. Kerschensteiner in 1901 the prize offered by the Royal Academy for the promotion of useful knowledge.

This English translation, by Mr. A. J. Pressland, was brought about through the efforts of Dr. Edwin G. Cooley, formerly Superintendent of the Public Schools of Chicago, who, under the auspices of the Commercial Club of Chicago, has recently been investigating the progress of industrial education in Europe, in the interest of education in the United States. America knows, as well as Germany, that "character is the only abiding possession of men and nations," and it is to be hoped that this book, presenting as it does a practical way in which sterling civic character may be built up, may be cordially received and widely read on this side of the Atlantic.

BENTON vs. SIDIS

"Educational infanticide is a wicked crime against the child and against civilization.

"Man is an infant until he reaches the age of twenty-five years.

"Prematurity hinders the preparation for large usefulness.

"A young man should not be ready to take up his life work until he is twenty-seven years old.

"Children should be encouraged to play until they are twenty-five.

"A child taught too early dies an old man twenty-five years before he ought.

"The age limit of efficiency is extending itself; from fifty years at the beginning of the century it is now near sixty-five.

"This is not, as is often said, the age of the young man. It is the age of the prepared man.

"It is better to start in one's lifework too late than too early."

—Dr. Guy Potter Benton, President University of Vermont.

"We must begin the child's training between the ages of two and three, not fearing brain fag and kindred bugaboos.

"Discuss abstract matters with the child from the first, teaching him to think. He should be able to conduct his own education by the time he is seven years old.

"At the age of nine he should be as familiar with the ordinary branches of mathematics as the college entrant.

"At twelve he should be ready for the regular college course. He should complete this in two years.

"He should be doing a man's work before he is twenty.

"The same amount of mental energy used in those silly games thought specially adapted for the childish mind can be directed to the development of his interests, intellectual activity and love of knowledge.

"Being in a barbaric stage, we are afraid of thought. We are under the erroneous belief that early thinking and study causes nervousness and mental disorders."

—Professor Boris Sidis, of Harvard University

FOUNDER'S DAY AT CAL. SCHOOL OF MECHANICAL ARTS

It is our custom to observe this day each year in a manner that we felt would be most acceptable to the founder of the school, if he were living. In other words, we try to accomplish on that day twice as much as we do on any other day. During the morning there is an official inspection of the school by the trustees, followed by an address by some public spirited citizen. The regular work of the school goes on throughout the day, the general public being invited to visit the school during the afternoon. In other words, we make this an annual accounting of our trust.

This year the most important event was the announcement by Mr. Chas. Holbrook, President of the trustees of the Miranda Lux bequest, of their intention to combine with the Lick and Wilmerding Schools. There was also an announcement of the gift of $25,000 from Mrs. Frederick B. Ginn, for the maintenance of needy boys in attendance at Lick and Wilmerding Schools, this bequest supplementing a previous bequest of $20,000 by her late husband. The annual address on this occasion was delivered by Mr. Roncovieri, who spoke of recent developments in industrial education in this country and abroad.

Under the Lux endowment, we have already begun work along two lines, viz., normal courses in domestic lines for women, and evening courses in mechanical lines for men. The characteristics of these courses are explained in the circular enclosed herewith. The normal courses in domestic work began last August and are now fairly well under way. The evening courses for men began October 9th with a full enrollment and a waiting list.

Next August the Lux endowment will take over all the girls now on our rolls and will increase the number to nearly three hundred. The Lick School will retain the work for boys and probably will have the means to increase the enrollment of boys from three hundred to four hundred. The Wilmerding School will be erected on our new block, bounded by 16th and 17th street, Portrero avenue and Hampshire street, adjacent to Franklin Square immediately. Later on all our work will be transferred to the new site.

Yours very truly,
Geo. A. Merrill,
Principal.

James Ferguson of the Polytechnic High School was selected by the committee of the N. E. A. to represent California on the Conference of Teachers' Salaries. While in Chicago Mr. Ferguson took the initiative to secure the N. E. A. meeting in San Francisco in 1915.

The Cigarette Boy*

By Edward Hyatt
Superintendent of Public Instruction

State Superintendent of Public Instruction Hyatt has just issued a bulletin to the teachers and school officers of the State under the title of "The Cigarette Boy." It undertakes to give some fresh Californian material to aid the schools in teaching the effects of narcotics, as required by law. This bulletin is the first of a series of quarterly publications authorized by the last Legislature at the request of the Woman's Christian Temperance Union.

"The Cigarette Boy" is reasonable and moderate in tone. It offers such arguments as a father who smokes would be likely to use in persuading his son to abstain. It contains a letter from the State Superintendent to the boys of California, urging them to refrain from the tobacco habit until they are grown; half a dozen expressions of opinion from well-known speakers and writers of the State; and some special and original articles upon the actual effects of cigarettes upon the boys who are committed to the reform schools, upon the boys in the public schools, and upon the boys who become confirmed smokers.

Message to the Boys of California

From the Superintendent of Public Instruction

Boys, there are such a lot of you that I don't get to write to you very often. I think this is very important to you, else I would surely not take the trouble to write it.

The fun and pleasure and success of your whole life and that of your friends and relatives, are going to depend very largely upon what you do during the next ten years; and I am writing this to ask each particular one of you to stiffen up his will, to make up his mind, to hang to it like grim death, in resolving to get along without cigarettes for ten years to come. No one can do this for you. If you haven't the will to do it yourself, it won't be done.

Believe me, you have a long and tough old fight ahead of you, to keep your head above water and take care of yourself and make a living for fifty years and more in the fierce competition and strife of the world. All the time you'll keenly need every ounce of strength and steadiness and wind that you can summon to your aid.

But here. If you take on the habit of smoking before you are grown, you weaken your strength and steadiness and wind. The other fellow will get away with you and you will go down to humiliating defeat many a time for that reason—simply because in boyhood you drugged yourself so that you are not so tough and strong in body nor so cool and steady in mind as you would otherwise have been.

I say this knowing that cigarettes are gay and stylish—for many stylish things will injure and weaken us; say it knowing that you will see some handsome, well-dressed, striking fellows gracefully smoking them—but still more so the bedraggled bums and hard-faced criminals; say it knowing that you are anxious to be a man and that perhaps the very man you would most like to be is himself a smoker—but if you go with me to the reformatories and prisons you will see thousands of miserable and unfortunate fellows you would "not" like to be—they, too, are smokers; and their smoking helped to drag them down.

It is not enough to see that a good many admirable boys and men are smoking, without apparent damage in any way. We should use our brains to think with instead of merely as filling for our heads. If we look about and think, we will see that the boys who use cigarettes are most likely to be poor specimens of humanity, thin-faced, nervous, impatient, unable to study or stick to a job. We will see that athletic managers do not want them, that business men would rather have some one else, that they are undesirable to practical employers. They have a poor chance among the strongest and best people everywhere. So it will always be with them.

This is why I ask the boys of this State to do without cigarettes for the next ten years. It would be a great thing for every one of you, and a great thing for the strength and power of the State. How strong is your will? Can you do it?

For a final scrap to linger in your future memory, let me repeat what seem to me the most affecting words I have ever seen on paper, written by one of the wisest citizens our State has ever had:

"Your first duty in life is toward your 'afterself.' So live that your 'afterself'—the man you 'ought' to be—may in his time be 'possible' and 'actual.'

"Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself.

"What will you leave for him?

"Will it be a brain unspoiled by lust or dissipation, a mind trained to think and act, a nervous system true as a dial in its response to the truth about you? Will you, boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased? A will untrained to action? A spinal cord grown through and through with the devil grass of that vile harvest we call wild oats?

"Will you let him come, taking your place, going through your experiences, hallowed through your joys, building on them his own?

"Or will you fling his hope away, decreeing wanton-like that the man you might have been shall never be?

"This is your problem in life; the problem of more importance to you than any or all others. How will you meet it, as a man, or as a fool?

"When you answer this, we shall know what use the world can make of 'you.'"

What's the Use?

Some months ago it was my fortune to hear this cigarette question discussed in a lively and spirited style at a teachers' institute in Northern California. One young, vigorous and enthusiastic teacher expressed herself frankly. Said she:

"What is the use to tell the children about the effect of tobacco? We can talk to them all day and then they go home at night to see the very people they think most of in all the world, smoking like a house afire! They see people hale and hearty who have been using tobacco every day for fifty or sixty years! They see the rich and prosperous enjoying it! They constantly see educated people, fashionable people using the weed! What's the use after that for the school teacher to tell them that it is poisonous, that it stunts their growth, that it kills them off, and all that? We waste our time and get nowhere in that way."

Now, it seems to me that very many teachers have about this same idea, although not all are so free to express it. It is perhaps worth while to get some answers to the question from some of the bright people of the State who have given thought to it. Therefore, the question was sent to half a dozen well known persons. The results follow.

Answer by Miss Agnes Howe

Miss Howe is the president of the State Teachers' Association and a member of the Faculty of the San Jose Normal School.

To the above protest, every teacher must agree; and yet would the great fight between truth and error that has been in progress since man was, ever have accomplished anything if men and women had listened to and acted upon such arguments? Is not this fight against tobacco, one phase of the eternal conflict between the powers of good and evil?

May it not be possible for every teacher to have a clear concept of an ideal man and an ideal woman? One that shall embody the highest attainments—intellectual, moral, and physical—of which mankind is capable, and keep these ideals before the children for their admiration and emulation? This may require more knowledge than we possess at present, but I believe it possible.

A few arguments follow: Athletes while in training must not use tobacco or liquor. Why? Explorers, both in arctic cold and in tropical heat, have proved that those best able to endure extremes of temperature use neither of these drugs. The Moloch of war, both in the army and the navy, will have none but the best of our youth and records show that a large percentage of those unable to pass the physical examination for entrance to Annapolis or West Point are users of tobacco and have the "tobacco heart." Space will not permit further illustrations. Use them and do not be discouraged if you have no immediate results.

Far down in the tropical seas little polyps work their brief lives through, die, and others take their places. Finally, a coral rock reaches the surface. It is beaten and battered by wave and current, by storm and sunshine. Passing birds or other agencies bring seeds to its surface and in the course of time the tropical island, verdure clad, commands the admiration of every beholder. The polyp worked on never knowing the result; so we may see no effects from our

* This material is taken from Bulletin issued by Mr. Hyatt. It is of unusual value. It should be read by teachers for reference in the training of boys.—Editor.

efforts but must have faith to believe that the final result will be a better humanity.

Superintendent Keppel's Answer

Superintendent Keppel, of Los Angeles County, is a man of wide experience and forcible ideas.

The teacher who made the foregoing statement, stated only a part of the truth. There are only two methods of teaching known to human kind. One is precept, and the other is example. And of the two methods, example is by far the more powerful and effective. It is therefore necessary, in teaching the truth, that both methods shall be used as much as is possible. The teacher must not only state the truth to the pupil, but she must live the truth.

The things that we are teaching in regard to the use of tobacco are true. It does stop their growth. It is necessary for us to continue teaching those tremendous truths by precept, and by example. There is no use to grow weary in well doing, nor is there any use to expect all the people in the world to do right immediately. Conditions, however, are growing better under the scientific teachings of the truths in regard to the use of tobacco, narcotics and alcohol.

Doctor Snow's Answer

Doctor W. F. Snow is State Health officer of California. He speaks with authority on the medical aspect of tobacco.

You ask me what I would reply to the young teacher who states it is impracticable to teach the dangers of smoking to the child, while the majority of grown men indulge the habit.

Smoking cannot be assumed to be a safe and harmless practice at any age, but it is much less likely to seriously injure a boy after his general physiological development is completed than before this time? Nicotine, like all other drugs or poisons, produces its physiological effect with progressively diminishing dose as the age decreases. The tobacco habit in young boys tends to rapidly grow beyond control. Continued smoking is almost certain to develop in a boy a chronic inflammation of the throat and upper air passages, with eventual secretions from the mucous glands.

I consider the best argument against children smoking to be that advanced by the adult smokers themselves. Almost universally smokers will say, "Don't let the kid smoke before he is sixteen or eighteen. It isn't good for him. He will get to smoking too much. I smoke too much myself." Why? This is one of those intangible facts for which science has as yet discovered no definite explanation.

Answer by Mary Roberts Coolidge

Mrs. Coolidge is one of the most brilliant women in California as a speaker and writer on social and economic questions.

The principal reason why we should still tell children that smoking tobacco is poisonous, stunts their growth and kills them off is that—despite the fact that healthy, educated, fashionable and prosperous people do so—the statement is none the less true. Respect for parents and for persons in authority should not gloze over the fact that some of the habits and practices which they acquire in their youth are deleterious and wrong. At the time the Pilgrim Fathers landed in America it was customary for all men, even clergymen, to drink rum, brandy and other strong liquors, but the fact that we may admire their moral qualities would not now lead us to adopt their customs. Similarly, the doings of the rich and fashionable should not be aped too closely. When all is said, they do not as a class represent the best of American manhood and womanhood, and the taking up of one of their bad habits will not raise poor people to their material station in life. Put against them the mothers of the nation who do not smoke; and the men who have followed their mother's teaching and do not smoke. Against the men who have smoked for fifty years and are still hale and hearty put the cigarette boys who have tobacco heart at twenty, and the smokers who have died in that same fifty years and are not here to make their boasts. Smoking tobacco is a bad habit which injures the young and kills the weak; and the prosperity of the people who have survived the practice should not be taken as a recommendation of it.

Answer by Mrs. Dorr

Mrs. Dorr is the president of the W. C. T. U.

This question arises sometimes in the mind of the teacher: "What's the use to tell the children about the effect of tobacco when the influences at home and in the community are such that what the teacher may say seems useless."

This same question might be asked in regard to other matters, for there is no school where the environment of all the homes and the community at large is up to the standard that we should endeavor to meet; yet does not lessen the responsibility of the teacher in the sacred duty of character building and in the training of the pupil for life. The truths that are to be presented regarding the effect of narcotics are not the opinion of the teacher, or of any one person; but are authorized by scientists from years of study and investigation. If the pupil is to rank high in scholarship and be equipped to make the most of himself in life he must be at his best physically, mentally, and morally; and all of the facts pertaining to these conditions should be burned into the minds of the pupils while they are in the public schools of today.

Answer by Superintendent Graham

Mr. Graham is one of the most experienced and well known school me of the State.

In reply to your question as to what to say to the enthusiastic young teacher who can not talk to her pupils about the use of the cigarette. I would say you don't need to tell the boys that tobacco is poison. Ask a boy who is about to take part in any contest requiring endurance, alertness of mind, and quick response of muscle if he thinks half a dozen cigarette will help him to win the event. He knows. Ask the boy if he would like to have his sister's and mother's breath smell as do those of smokers. Would he? Great corporations, like railroads, have no sentiment, but they are refusing to retain in their service men who use cigarettes. The employers of men want active minds, clear brains, hearts capable of endurance. They must have profitable workmen, not men stupified by nicotine. To those who do not believe tobacco produces the effects related above I can only say try an experiment, smoke a half-dozen cigarettes and then try to do some important work. No matter how many of our friends are addicted to bad habits let us try to be sweet and clean and help to make a better race than the present.

How to Handle the Cigarette Evil

The following newspaper clipping is taken from the Red Bluff Daily News of January 19, 1910. It shows how one school man is fighting the tobacco habit. There is scarcely a doubt that the records of every high school in the State would reveal the same dire effects of tobacco upon a growing boy.

The Deadly Cigarette Properly Classified

Principal Paul G. Ward confronts his school with some comparisons that are deplorable—tells his pupils that cigarette users have little chance for success and presents figures to prove his contention.

A high school habit hard hit.

The high school is failing in its work with the boys largely because of the use of tobacco.

A critical situation demanding the earnest attention of parents and pupils alike.

Principal Ward of the local high school gives the boys some cold facts on the greatest evil of the modern high school.

That loafing around poolrooms is not the only evil or perhaps the worst that the high school boys indulge in was the subject up for discussion in the high school assembly yesterday morning. The question was brought right home to the Red Bluff Union High School. The high school record book containing the records of every boy who has been enrolled in the school at any time during the past eight years was brought before the school and the records of the tobacco users laid bare to public gaze. "That the high school records contain some startling information along the tobacco line is putting it mildly."

"Not a single high school boy in the past eight years and probably in the history of the school, who has been addicted to the use of tobacco, has graduated from the school with sufficient credit to give him entrance to the university."

Mr. Ward in his talk laid bare a deplorable situation for it was shown that nearly one-half of the high school boys during the past eight years have been addicted to the use of tobacco. And he proved by the records that this habit nullified their efforts at school.

He took the records of the 69 boys enrolled between the years 1902 and 1908 and compared the work of the tobacco users and those who did not use it. The tobacco users certainly got it in the neck, as the records show.

Of those 69 boys 32 used tobacco, a sad commentary in itself—37 abstained. About half of our school boys have had the tobacco habit. During this time our school has graduated from its four-year course fifteen non-tobacco users and only six tobacco users. "And of these six three had to take five years for the course and finished badly," and of the three left one used tobacco only during his last year and another during his last two years.

"Not during this entire time has a tobacco user graduated with sufficient credit to merit a recommendation to the university."

The non-tobacco users meanwhile have made a good record. Fifteen of them have graduated as against six of the tobacco boys, none taking more than four years. "Twelve of them have been recommended to the university for scholarship and eleven of them have gone on to higher institutions of learning."

Mr. Ward pointed out that the high school period is the most critical period of the boy's life; the adolescent period when he is changing from a boy to a man, and that to take up the tobacco habit at this period would almost certainly nullify any effort made with his studies.

A Letter From Principal Ward

"Red Bluff, Calif., June 15, 1911.

"My Dear Sir:

"I am glad of the privilege of responding to your invitation to offer something against the cigarette evil. I believe it is the greatest handicap in existence against the high school boy. There have been volumes of stuff printed to show why the boy quits school. Every such volume should have the picture of a cigarette as its frontispiece. Tobacco, worse than any other factor, is responsible for those boys who fall by the wayside. The records, if ever brought to light, will prove it.

"Dr. David Starr Jordan, President of Stanford University, says: 'Such boys are like wormy apples. They drop long before the harvest time. Very few of them ever advanced far enough to enter college. Very few of those who enter last beyond the first year.' I want to add my experience to that of Doctor Jordan. I have been in charge of various California schools for the past eighteen years, most of the time being supervising principal of both grammar school and high school, and invariably in that experience the tobacco boy, if he ever reached the high school, did so in a weakened condition. Never, in those eighteen years, have I graduated a tobacco boy from the high school with sufficient credit to gain entrance to the State University. Not one of them has ever made any serious effort towards a higher education.

"The whole school course is strewn with tobacco wrecks.

"But if every schoolman would dig up the local records that lie right before him and would publish them to his school and to his town, he can not fail of a hearing. The three Red Bluff dailies were eager for the data we offered. Many papers throughout the State copied it. The boys were impressed. The percentage of tobacco boys in the Red Bluff high school fell, in one year, from 46 per cent to less than 10 per cent.

"Out of the 42 boys enrolled in the Red Bluff school during the year just closed, only four are using tobacco habitually. Two of these, although they have been with us for three years, have done less than two years of work, and have done that badly. As far as getting an education is concerned they are hopelessly lost. The other two are deficient in their work and will only help to swell the records against tobacco.

"The Red Bluff records can in all probability be duplicated in any high school in the State.

"The people stand behind any movement against the tobacco evil. So do the newspapers. The legislature has done what it could. It is your time at the bat, Mr. Schoolman, and here's to you for a 'good eye' and a 'safe hit.'

"Paul G. Ward."

A Great Physical Director's Idea
By E. French Strother

Dr. Luther H. Gulick, former physical director of the public schools of New York City, and now director of the Department of Child Hygiene of the Russell Sage Foundation, once said to me:

"Tell the children the exact truth about tobacco. Do not exaggerate. The exact truth is that tobacco is invariably bad for growing boys; whereas its effect upon men varies from entire harmlessness to extreme harmfulness. Tell the boy that when he has grown up, and his body does not need all the power it has to feed his muscles and his nerves, he may then safely try tobacco, and, if he finds no bad effects, safely continue to use it. The question, so far as men are concerned, is wholly a matter of observation and common sense. It is perfectly true that careful doctor can not find any evidence that tobacco injures some men who use it habitually. Hence it is folly to tell boys that all use of tobacco is injurious. It simply isn't so, and the boy knows it.

"Furthermore, it is bad policy to tell a boy that tobacco is necessarily injurious to grown people, because you thereby forfeit the aid of your strongest ally, the boy's father. If the boy comes home and says the teacher told him that tobacco was bad for boys but not necessarily bad for men, the father will almost certainly agree with the teacher's doctrine, and add his influence to that of the teacher in the effort to get the boy to refrain. But if the boy goes home and tells that the teacher said that all tobacco was harmful all conditions, the father will almost certainly retort that the teacher has been talking nonsense, and doesn't know what she is talking about anyhow. Instantly you have the teacher's influence lowered to zero in the boy's mind. He respects his father, and the father has criticised the teacher, and naturally he agrees with the one to whom he should properly look with the more faith.

"Imagine the feelings toward his teacher when a boy whose father uses tobacco hears the boy say that the habit is 'filthy' or 'disgusting.' The boy resents it, of course. And his father is not to be blamed for resenting it either. Tact is essential in any effort at reform.

"And the proper thing to do is to tell the truth."

MEETING OF THE ASSOCIATION OF AMERICAN UNIVERSITIES

At the annual meeting of the Association of American Universities, held at the Reynolds Club of the University of Chicago on October 26th and 27th, twenty-one of the leading universities of the country were represented. The principal question before the association was the unification of the requirements for graduate work in major studies. Among those who took a prominent part in the discussion were Presidents Strong of Kansas, Lowell of Harvard, Wheeler of California, Vincent of Minnesota, Hill of Missouri, Alderman of Virginia, and Judson of Chicago.

CAPPERS FOR SURGEONS

"Mother, I know I've got adenoids. The teacher told us all about 'em today, describing all the symptoms, and I've got 'em all. I'm inattentive in school, only weigh eighty pounds, and mine is a sure case of deserted development (arrested development). Can't I have 'em out?"

This is the fruit of the seed which some of our benign but over-strung teachers in the public schools are sowing. The sample is authentic, and was delivered only yesterday by as healthy a 12-year-old as prefers baseball to geography. Hitherto the lad had never thought of his throat except as to its usefulness in swallowing and shouting. Yesterday it was part of his curriculum to take a first lesson in hypochondriasis.

By whom is this sort of stuff and nonsense inspired as essential to the education of our twentieth century public schools? Does the Board of Education sanction inexperienced and nervous spinsters to read lectures on adenoids in the primary schools?

A certain amount of elementary physiology, judiciously administered, is, no doubt, a good thing for the instruction of children, but, as a rule, such instruction is better left to parents—certainly if it cannot be more skillfully administered than in the instance we have cited. We are aware, of course, that there are many children in the public schools who have not the benefit of "an ounce of mother's wit" at home, but if the "pound of doctor's learning" is necessary it had better be dispensed with authority and discrimination.

One would think that there are, in all conscience, enough subjects in the present course of study for both teachers and pupils to apply themselves, without intrepid excursions into the realm of adenoids and kindred ailments, real or imaginary.

By all means let teachers do all in their power to inculcate lessons of cleanliness, fresh air and exercise, but let them be very wary of suggesting to impressionable young minds imaginary ailments.—S. F. Post.

Vital Defects in Our Schools

By William Allan White

In "The Craftsman"

"The end of all schools—high and low—must be life, or public education will fail and the fabric of democracy rests upon education. To aim at a cultural target and hit it once in a thousand times, with a waste of the other shots, is folly. We may with propriety and good sense keep all that is cultural in our educational system. There is always need of it. But in keeping the cultural part of our education, we must provide also for the practical, the vocational. Industry has been revolutionized. Machines are making everything. Boys and girls used to leave school to learn trades; but today there are few trades to learn. Boys and girls now leave school to watch great machines do the work that their fathers did as apprentises. Industrial life demands specialists, men and women who can do one thing expertly. Our schools are not supplying the demand. They are turning youths from the grades into the streets or factories and from the high school into the stores and offices to make what their class-conscious fellows call "the poor plutes." And how many of them we know are poor plutes indeed; afraid of losing caste by manual work, spending all their scant earnings upon appearances place seeking, unscrupulous, social climbers, their humanity squeezed and soured, they are skimping, fretting, covetous, jealous failures. We put more money into our schools than into any other public institution. We are unselfish enough, heaven knows, and we mean well. But as matters stand aren't we kowtowing more than we should to the pale god of a false respectability? He is a sham god and he loves shams. Yet unless education makes men and women who know shams and hate them, education is a failure. The children of democracy some way must be taught how to live well and see the truth. They must work themselves into a better environment than their fathers knew.

Boys and girls should be taught "by every mechanism of the system" we are told that good work pays better than poor work.

As it stands, it takes the tolerably bad student and the excellent student the same number of years to go through the grades into the high school and through college into life. Aside from the injustice of this plan, consider how it propagates laziness by rewarding it. Does not the system of counting equally for promotion every grade except absolute failure, instil in youth the belief that life is a lottery? Suppose that the student who graduated from the grades into the high school and from the high school into the college and from the college into life two or three years ahead of his easy-going fellows—all accomplished from a system of grades based not upon the temperament of teachers of snap or hard courses, but upon the temperament of averages; would there not be an immense gain in the moral sense of that youth? All about him he would see industry rewarded. He would see justice prevail, and he would see that sincerity counts. What an important lesson! For sincerity is one of the few things that does count for ultimate happiness in life. He may be demonstrated that it makes little difference in a youth's education what studies he elects; he may choose a classical course, a scientific course, a business course, a philosophical course—or what not, and succeed or fail, according to the sincerity he puts in and the character he takes out of his work. For it is not what, but how well; not the facts he acquires, but the habits he forms which make the character that marks out his career. And if the educational system from the grades through college tempts him to snap courses, to shoddy work, to believe in the value of indolence of trickery, of shams—what kind of a citizen is he going to make in a crisis that demands fundamental faith in the triumph of industry through justice and sincerity?

The problem affecting this democratic movement will not be solved by young men coming from the schools imbued with the damnable doctrine "what's the use?" Cynicism is an intellectual sloth. It is a moral atrophy, that expressed in public opinion becomes a social leprosy. Is not our educational system based upon the sham that manual work is degrading? Is it not erected upon a plan that permits favoritism, and offers no substantial rewards to sincere effort to achieve? Will it not pour into the democracy millions, whose pessimistic jolly may poison the wells on the way to progress?

But after we have established something like justice in the school system, it will be necessary to teach youth more practical things than are now generally taught. Having implanted in the boy or girl a conviction of the righteousness of industry, justice and sincerity, it is necessary to make youth effective.

CONTEMPT FOR THE "CUCKOO TYPE OF PARENT"

I am sure that I give utterance to a feeling deep in the hearts of teachers when I express contempt for the "cuckoo type of parent," the father and mother who deposit the child in school and then think that all responsibility for its intellectual, moral, and physical welfare falls upon the teacher. No teacher can supply the place of the home.—Theodore Roosevelt.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Winona, Minnesota,
October 20, 1911.

I am requested by Dr. Charles E. Chadsey, President of the Department of Superintendence of the National Education Association, to notify you that the next meeting of that Department will be held in St. Louis, Mo., February 27, 28, 29, 1912; and also that by vote of the National Council of Education and the Department of Normal Schools at the San Francisco convention, these two organizations of the National Education Association will meet at St. Louis with the Department of Superintendence, holding separate meetings at times to be announced on the Preliminary Program which will be issued early in December.

It is expected to issue a joint Preliminary Program Bulletin of the meeting of the Department of Superintendence and of the Fiftieth Annual Convention of the Association early in December, or possibly at an earlier date. This Bulletin will contain preliminary programs of the Department of Superintendence and a statement regarding local arrangements, with detailed hotel rates at the various hotels in St. Louis. The general inquiry regarding the meeting of the Department of Superintendence indicates a widespread interest in that meeting and a prospect for an unusually large attendance.

Thanking you in advance for extending this notice through your next issue, I am

Sincerely yours,
Irwin Shepard,
Secretary.

A. H. Chamberlain and W. G. Hartranft were the leading instructors of the Amador County Institute.

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" San Diego	- - -	1.10 p.m.

Los Angeles to San Francisco

"The Saint"

Lv. San Diego	- - -	1.10 p.m.
" Los Angeles	- - -	5.15 p.m.
Ar. Berkeley	- - -	9.44 a.m.
" Oakland	- - -	9.50 a.m.
Ar. San Francisco	- - -	9.55 a.m.

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ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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Editorial

Leroy Armstrong has resigned as secretary of the California Teachers' Association, and has ribbed up with the American Book Co. Mr. Armstrong's career as editor of the Sierra Educational News and as secretary of the C. T. A., was marked by intense pernicious activity, by blunderbus editorials, by successful solicitation of advertising contracts. We do not love him for the enemies he has made. We do, however, love his enemies for they were working in the service of the State.

* * *

Mr. Armstrong has the energy and devotion to make a success as the representative of the American Book Co. His friends, however, should advise him to stay on the job and not try to dictate the educational policy of the State in the interest of his company.

* * *

Mr. Armstrong is really a good fellow. His faith in himself would remove mountains, although it did not bring him the subsidy. He has made educational history as the haruspex of affiliation, and as the man who put the blinders on Alex Lange. Good bye, Leroy; you and Fred Moore kicked up a big educational fuss—and lost.

* * *

Why was the Bay Section of the California Teachers' Association called to meet at Stockton? Perhaps to discredit Agnes Howe's administration. Perhaps to show that it is necessary to have a man as president. This much is true—the Stockton meeting will show a smaller actual attendance than any meeting for years. The program will be a good one. The leading spirits will be there. It is very doubtful, however, if more than eight hundred teachers will actually attend. Miss Howe, however, will make it a successful meeting. The program will be one of the best ever offered, and the Stockton people will entertain royally. Large attendance, however, can only be secured by various counties joining in a big meeting or holding the convention in one of the bay cities. The selection of Stockton at this time was ill-advised, and it means that the friends of the women's movement in educational progress must exert every energy to make the meeting an educational success. Numbers do not count except in money values.

* * *

History is being made at Sacramento these days. Governor Johnson has his finger on the educational pulse. A new State Board of Education; a new system of adopting text books—free text books—etc., etc., will be threshed out the next two years.

* * *

The school trustee has arrived. He is considered one of the most important units in our school system. The meetings reported in this issue show a live interest in educational matters. Wherever there is a good Board of School Trustees you will find a good school.

* * *

The wine of inquity continues to be bottled up. We will keep it so educationally. This journal will remain the humming bird in the ointment of those who would control the schools in the interest of individuals rather in the interest of the State.

* * *

Nothing is of so much importance as we thought it was. The subsidy had some financial value but no real value. Text books are only tools and tools without intelligent handling are of little value. Women have votes. The Southern Pacific is out of politics. Hiram Johnson is Governor. San Francisco has the World's Fair. The rent man has been paid, and yet America's grandest lesson is "on and on." Temporary reforms are of little value. The great leader of men will be the man who will teach humanity the right use of air, sunshine and land.

* * *

Superintendent McLane is going to use the moving picture in educational work. The best educational use of moving picture shows is secured in athletic exercises in smashing them. The moving picture has some temporary value as an amusing presentation of some features of life, but as a mental and moral uplift it has about the same effect as a daily paper. The adolescent mind needs tasks, not educational doses in moving picture pills. The picture business will never take the place of intelligent study. The man who passes through a town on a limited train has about the same mental impression of the town as a child has of a country when seen in a moving picture show.

* * *

Governor Johnson has appointed F. W. Richardson State printer. This is a bad appointment. Richardson is not an expert. His qualifications are political. As a printer he lacks qualifications. Had Governor Johnson appointed a man like C. A. Murdock or H. R. Broden, Herbert L. Coggins, Chester Rowell, then there would be some prospect of text books being manufactured in an expert manner.

* * *

A. H. Chamberlain is to be the new editor of the Sierra Educational News. Mr. Chamberlain is a fine writer. His books, "Standards of Education" and "Geographical Reader" prove him to be a writer of rare skill and power. His work as an administration was successfu, and he is one of the most popular educational lecturers in the West. Mr. Chamberlain is a man of pleasing personality, and his versatility will have a broad scope as editor of the subsidized teachers' magazine. He is a bigger man than the job. The job, however, would be big if it were not for the entangling alliances.

AN OPEN LETTER ON THE TEXT BOOK QUESTION

San Francisco, November 14, 1911.

His Excellency,
Governor Hiram W. Johnson,
Sacramento, California.

Dear Sir: We note with concern a statement in the press credited to you that, whereas State Printer Shannon has resigned, the senatorial investigation of the textbook question will be closed. We, the undersigned, Pacific Coast managers of various book companies, do hereby petition you most earnestly to encourage the continuance of the textbook investigation. We base this request on the following reasons:

When the investigating committee was appointed last February by the Senate, the people were given to understand that the purpose of the investigation was a thorough overhauling of the California textbook system. The investigation was heralded with acclaim by the press of California as an opportunity to throw needed light upon alleged questionable practices and methods of the publishing companies. In this connection certain opprobious terms—such as "the book ring" and "the book trust"—were widely used. While courting an investigation that would be full, thorough and just, an investigation that would reach the salient educational and economic factors of the textbook question, and that would bring into full light the relations of the publishing companies to the same, we have not appeared in the public press trusting to your administration of justice where justice is due.

Thus we view, with deep regret, any suggestion to discontinue the investigation. We seek the most careful scrutiny by this committte of our relations to the State Board of Education, of contracts made or about to be entered into, and believe that you as a member of the State Board of Education cannot afford to stand for anything but a continuance of this investigation until the bottom is reached.

Very respectfully submitted,

Fred T. Moore,
Pacific Coast Manager,
American Book Company,
S. C. Smith,
Pacific Coast Manager,
Ginn & Company,
G. H. Chilcote,
Pacific Coast Manager,
D. C. Heath & Company,
T. C. Morehouse,
Pacific Coast Manager,
The Macmillan Company,
W. G. Hartranft,
Pacific Coast Manager,
Silver, Burdett & Company.

Institute Meetings

Napa County

Miss M. M. Melvin, County Superintendent of Napa County, in her first Institute made a happy combination in calling the teachers and trustees to meet during the same week, October 2, 3 and 4. Both trustees and teachers took part in the trusteees meeting on Tuesday and some of the trustees were present during sessions of the teachers' institute.

The instructors present were: Fred Emerson Brooks, Miss Ednah A. Rich, Miss Agnes E. Howe, Miss Eva Levy, Miss Effie B. McFadden, W. G. Hartranft and Job Wood, Jr.

The parents of the school children of Napa city were in attendance to hear the class exercises in music and to see the Folk Dancing. There is no better way to keep up the interest in education than to get the parents to visit the schools and to take part in all educational meetings.

San Benito County

Superintendent W. J. Cagney of San Benito County, called his teachers' institute to meet in the new county high school October 16, 17 and 18. This is one of the real show high schools of the State being especially adapted to the work and in every way comfortable and satisfactory. The tinting and painting of the inside of the building was directed by an art teacher who studied the tints as restfulness on the eyes. Trustees building school houses will do well to examine this school.

Superintendent Cagney had secured as assistants: Dr. W. C. Morgan of the University of California, Mr. L. H. Day, Horticultural Commissioner of San Benito County, Professor Milton Lawrence, music director of Hollister and other cities near, Dr. Anna Nicholson and Miss Calthea Vivian of the San Jose Normal, Mrs. Nettie Gaines of Stockton and Job Wood, Jr. and E. E. Brownell, principal of high school at Gilroy. In addition many of the local teachers took part. Superintendent Cagney has reasons for congratulating himself on the success of his first institute.

Monterey County

Superintendent A. J. Hennessy of Monterey County held his first teachers' institute in the Monterey Theatre in the city of Monterey on October 16, 17, 18 and 19. In addition to local teachers he had secured as helpers, Professor W. C. Morgan, Miss Agnes Howe, Mrs. Nettie M. Gaines, Mrs. Lowe of San Francisco, Miss English of the San Jose Normal, and Job Wood, Jr.

One of the events of the occasion was a banquet given by Mr. and Mrs. Berwick to the teachers at the Lodge on the Seventeen Mile Drive. On Thursday afternoon the merchants of Monterey gave the teachers a launch ride on the Bay and a ball at night. The institute was a success from the beginning.

Sutter County

Superintendent H. W. Heiken of Sutter County called his first teachers' institute to meet on October 22 and 23 in Yuba City. His plan was unique. The Yuba City teachers continued their school work till 2 p. m. on Monday. The regular class work was given. The teachers of the county were free to visit any room they chose. The plan was to give one subject in one room and one in another, so that all the work was given. By this means the visiting teachers could compare their own work with that of the city schools. This school work gave a tinge of school work of a practical nature to all subjects that followed.

Mrs. Lowe of San Francisco and Miss English of the San Jose Normal spoke to the teachers on art work and on economizing time during the afternoon after which all the teachers adjourned to Woodman's Hall to a most sumptuous banquet furnished by the teachers and citizens of Yuba City. At the close of the banquet local interests were discussed—the course of study, school hours, "The Relation the Teacher Bears to the Community," by Professor Wilson of the San Jose Normal; "The Eight Years for Grammar Schools," by Job Wood, Jr.; "Talk on Grammar," by Editor Correre of the Marysville Appeal and other subjects. Teachers were given a chance to present their ideas on all local matters. On Tuesday Professor Wilson gave a talk on Geography; Miss English on Penmanship; Leroy Armstrong on "Sanity and Effectiveness," and F. E. Willard on school entertainments, after which the teachers adjourned to meet at Chico with the Northern California Teachers' Association.

Placer County

Superintendent P. W. Smith held his first teachers' institute for this term in the county high school, Auburn, during the week beginning on October 23d and ending the 25th. He called the trustees' institute to meet on Friday of the same week so that the trustees might visit the teachers' meeting and the teachers might visit the trustees' meeting.

His outside lecturers were: Dr. Richard Boone, Professor Allison Ware, Fred Emerson Brooks, Mrs. L. C. Lowe and Job Wood, Jr.

The first afternoon was devoted to patriotic exercises in connection with the raising the flag over the high school, in which a number of local teachers and friends took part.

The trustees met on Friday morning and spent the day in discussing various school problems. There was a good representation, most of the districts being represented.

The teachers' institute and the trustees' institute showed much educational interest in Placer County, both being attended by many outside of teachers and trustees.

Superintendent Smith showed himself a very efficient and cool-headed presiding officer, for while the meeting was in progress the house caught fire in the furnace room. He saw the smoke in the hall, got hold of the janitor and put the fire out and yet kept every one ignorant of the fire till the meeting closed, this even though the furnace room was all ablaze.

Merced County

Miss Margaret Sheehy, County Superintendent of Merced County, held her first trustees' institute in assembly room of the Merced high school on November 4th. The districts were well represented and much interest was shown by trustees and persons interested in education. Job Wood, Jr., was the only speaker from outside the county. Many of those present took part in the meeting. Miss Sheehy showed herself a good presiding officer. Those present seemed much pleased with the session.

San Joaquin County

Superintendent John Anderson of San Joaquin County held his first trustees' institute in the courtroom in the court house in Stockton on November 11th. The speakers present were: Edward Hyatt, Superintendent of Public Instruction, President Allison Ware, Job Wood, Jr., and quite a number of local speakers including the county health officer, Dr. Freidberger. The subjects discussed were various but of much interest to those interested.

Superintendent Anderson showed himself a very efficient presiding officer. The meeting was strictly a business meeting and was well attended, most of the districts being represented.

Teachers Employed in California

Kindergarten Schools	Women		236	Gain 28
Elementary Schools	Men	983		Gain 63
	Women	8,941	9,924	Gain 411
High Schools	Men	783		Gain 134
	Women	1,213	1,996	Gain 151
Total			12,156	Gain 787

Pupils Enrolled in Public Schools

Kindergarten Schools	7,767	Gain 852
Elementary Schools	334,595	Gain 12,234
High Schools	44,489	Gain 5,374
Total	386,851	Gain 18,460

Total Expenditure for Schools

Kindergarten Schools	$ 183,061.35
Elementary Schools	14,555,467.57
High Schools	55,632,396.06
Total	$20,370,924.98

Job Wood Jr., Statistician.

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Head of the Dept. of English, State Normal School, Plattsburg, N. Y.

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THE NORTHERN CALIFORNIA TEACHERS' ASSOCIATION

The teachers of Northern California met at Chico October 24-27. The counties of Butte, Colusa, Gleen, Tehama and Shasta joined in the session. Lulu White of Shasta presided. Mrs. Abrams of Butte was vice-president, Delia Fish, secretary, and J. D. Sweeny, treasurer. The instructors were: E. B. Groot, General Director Playgrounds and Recreation Centers, Chicago, Illinois; D. J. Crosby, Department of Agriculture, Washington, D. C.; Dr. Margaret Schallenberger, San Jose State Normal School; L. L. Wirt, ex-Superintendent of Schools, Territory of Alaska; Miss Agnes E. Howe, President Bay Section, C. T. A., San Jose, Cal.; J. H. Francis, City Superintendent of Schools, Los Angeles, Cal.; Peter J. Shields, Judge Superior Court, Sacramento, Cal.; Fred Emerson Brooks, Poet-Humorist, San Francisco, Cal.; Miss Effie B. McFadden, San Francisco State Normal School; L. H. Wier, Field Secretary Playground Association of America, San Francisco, Cal.; Mrs. Nettie S. Gaines, Stockton City Schools; J. D. Sweeney, Red Bluff; R. O. Johnson, Chico State Normal; C. A. Stebbins, Agricultural Department, University of California; E. W. Hauk, Principal Sutter Union High School; Miss Lida Lennon, Chico State Normal School; Mrs. Lavina Hendey Kaull, Chico State Normal School.

The election of officers resulted in a spirited contest between the friends of Superintendent Chaney and Delia Fish. S. M. Chaney, Superintendent of Schools of Gleen county, was elected; W. M. Mackay of the Chico High School was made Vice-President; Miss Naomi Baker of Red Bluff is the new Secretary, and J. D. Sweeney of Red Bluff is Treasurer, having been re-elected. The members of the Council are George W. Moore, of Colusa; Miss Lulu White, of Redding, and C. H. Camper, of Chico.

Sacramento and Marysville contested for the meeting place honors. Sacramento won out, receiving 108 votes to Marysville's 90.

The key-note of the meeting was found in the addresses on agriculture. The commercial or present side of education was emphasized by all the speakers. A foreigner listening to the talks might imagine himself in a farmers' institute.

Mrs. White, the President, in her annual address was practical, eloquent and effective. Effie McFadden of the San Francisco State Normal School, gave several addresses on "The Economy of Time" that were new and full of splendid values. Paul Ward of Red Bluff, who had charge of the High School Section, made a distinct success of his department and furnished a program that has seldom if ever been excelled.

The school women of the association gave a very successful banquet. Chas. H. Camper presided over the schoolmasters' banquet and made it a notable affair. Among the speakers were J. H. Francis, Allison Ware, Selden C. Smith and W. G. Hartranft.

Much of the success of the meeting of the Northern Association was due to Chas. H. Camper, City Superintendent of Chico.

The principals and teachers in the school department in Alameda are working to have their salaries increased. The local pedadogues want the same pay as the instructors in the Oakland department receive.

Superintendent of Schools Will C. Wood is paid an annual salary of $3,600, an increase having been made in his pay some time ago. Dr. George C. Thompson, principal of the Alameda high, is paid $2,700 a year. The heads of the departments in the high school receive $1,740 annually, and the assistants, $1,440. The principals of the grammar schools draw a salary of $2,700 a year and grade teachers receive $1,080 per annum.

The Teachers' Club met Nov. 21st in the Haight school and discussed ways and means of securing an increase in pay.

Superintendent Wood, in addressing the meeting, said that he did not think that the taxpayers would at this time take kindly to a movement to increase the cost of operating the school department.

The pedadogues will name a special committee to compile the necessary data and place the claims of the teachers before the Board of Education. The increase wanted is about 10 per cent.

"Here's the book I sought for so."
—Julius Caesar, Act 4, Scene 3.

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THE CALIFORNIA TEACHERS' ASSOCIATION

C. L. McLane of Fresno was chosen president of the California Council of Education at the meeting of that organization held in Chico November 28. Wm. H. Mackay of Chico was named vice-president, L. E. Armstrong of San Francisco was re-elected secretary, but under the plea of stress of business resigned in favor of James A. Barr of Stockton. The following were chosen as directors: A. F. Lange, Berkeley; C. McLane, Fresno; Duncan McKinnon, San Diego; J. A. Cranston, Santa Ana; Noel H. Carrison, Merced; Agnes E. Howe, San Jose; E. Morris Cox, Oakland; William Mackay, Chico; Mark Keppel, Los Angeles.

At the session yesterday tentative reports were made by several committees, appointed at the last session of the organization at Los Angeles. None of the reports were finally accepted, and the work of the committees is to be extended until the next semi-annual meeting of the council in April, 1912.

Among the educators of the State who were present were the following: Alfred Roncovieri, superintendent San Francisco county schools; Oliver P. Jenkins, Stanford; D. R. Jones, San Francisco; James A. Barr, Stockton; Alex F. Lange, Berkeley; M. E. Dailey, San Jose; Clara M. Partridge, Berkeley; J. W. Linscott, Santa Cruz; Minnie Coulter, Santa Rosa; William Wood, Alameda; A. J. Cloud, San Francisco; A. M. Simons, Laruise; Craig Cunningham, Madera; H. H. Crutcheon, Long Beach; Ora Lovejoy, Los Angeles; A. S. McPherson, San Francisco; Lulu E. White, Redding; Delia D. Fish, Red Bluff; O. W. Erlewine, Sacramento; Miss Agnes E. Howe, San Jose; Hugh J. Baldwin.

PRESIDENT JUDSON ATTENDS INAUGURATION OF PRESIDENT VINCENT

Among the forty-four presidents and chancellors of American universities and colleges who attended the inauguration of George E. Vincent as president of the University of Minnesota, was President Harry Pratt Judson, of the University of Chicago. The significance of President Judson's presence at Dr. Vincent's installation lay in the fact that the latter was formerly Dean of the Faculties of Arts, Literature, and Science, under President Judson at the University of Chicago. President Judson was one of the four speakers at the exercises preceding the inauguration of the new president, the subject of his address being "The Idea of Research."

JOSEPH PULITZER

An intimate sketch of the late Joseph Pulitzer is given by William Inglis in the current issue of Harper's Weekly. "Above all else in his mind stood the welfare of the great newspaper he had created, into which he incessantly poured every atom of power in his brain and heart. He was a prodigy of force, yet with a myriad antennae that seemed to touch every part of the world and all the affairs of men. In his presence one felt himself to be near a dynamo of incalculable strength coupled with incredible delicacy of action. And one felt that the vast energy in the man had somehow got beyond his control and was burning him up—as indeed it did, and brought him to his end long before he should have gone."

James T. Hamilton, principal of the Irving M. Scott school, San Francisco, has resigned. He was for many years principal of the Lincoln school before its destruction by fire in 1906. Mr. Hamilton entered the department in 1876. His work as a disciplinarian will be always remembered. The Lincoln school during his incumbency was a boys' school and noted for its excellence. Mr. Hamilton resigned on account of ill health.

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F. B. Pickel, M. D., Oregon State Board of Health, Medford, Oregon: Ritchie's Primer of Sanitation should be used as a textbook in every public school in the United States.

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Los Angeles County News

The Elizabeth Lake, Fairmont, Santa Fe Avenue and Huntington Park high schools, of Los Angeles County, have been burned during the school year. Fairmont school has been replaced with a concrete building; and frame buildings are being erected to replace the Elizabeth Lake and Santa Fe Avenue schools. The Huntington Park high school will be replaced with a fireproof building. The hundred and fifty pupils enrolled in the Huntington Park high school are now housed in the gymnasium, and in tents.

Superintendent Keppel organized five new districts, in October. The districts are named, Alpine, Hansen Heights, New Era, Palomar and Van Nuys.

Van Nuys is a district whose future seems exceedingly bright. It embraces all of the 47,000 acres of land formerly known as the "Van Nuys Rancho" and also 3,000 acres of land known as the "Rancho el Escorpion." This immense area of land has been subdivided and is being sold in tracts of from 5 to 40 acres, to actual settlers. Three new towns have been located in the tract; a boulevard costing more than a half million dollars, and sixteen miles in length, is nearly finished; and an electric road, running through the tract from east to west, for a distance of nearly twenty miles is rapidly nearing completion. At the present time there are one hundred and fifty children of school age in the district, where a year ago there were not more than six or seven children. Undoubtedly, a year hence, the district will be compelled to establish a high school. Those who have it in charge are planning to vote bonds, and build three splendid fireproof school houses—one in each of the newly located towns.

Bell School District dedicated its new, handsome, commodious eight-room school house on September 28, 1911. Superintendent Keppel made the dedicatory address, and former pupils of the school furnished a delightful musical program. This eight-room school cost but $12,000 to erect, all finished and furnished complete.

Watts City District is now using its elegant, new, twelve-room brick school house; the old school building was cut up into two portions; two rooms were used for shower baths and toilet purposes, and the remainder of the building was made into a combination auditorium, kitchen and grandstand. The grandstand faces north and can accomodate six hundred people. About six hundred can be seated in the auditorium, and the kitchen is capable of supplying two hundred people with meals at one time. The school ground covers four acres, and a diamond has been laid out directly north of the grandstand.

At the close of the school year 2,662 teachers were employed in the schools of the city and county. The number employed at the present time is approximately 2,650.

The Bohnett Attendance Law—found in Section 1696 of the Code—whereby each pupils's attendance is credited to the district in which the pupil resides rather where he attends school, is a source of much trouble in Los Angeles County. One consequence of it is the changing of the boundaries of about forty school districts.

The Los Angeles County Institute will be held December 18-22, 1911, at Los Angeles. In this institute Los Angeles city, Pasadena city, Los Angeles County, Long Beach city, and also Santa Ana city, and Orange County participate. The Southern California Teachers' Association will occupy the last two days of the session. It is planned to have a school exhibit that will show the progress in industrial education in Los Angeles city and county. The principal speakers will be Dr. E. C. Moore, President, G. P. Benton, Sara Louise Arnold and Miss Patty S. Hill.

Western School News

MEETINGS

The California Teachers' Association, Agnes Howe, San Jose, Cal., President; A. J. Cloud, San Francisco, Cal., Secretary. Meeting Stockton 26th, 27th, 28th, 29.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Redding, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. H. Francis, President, Los Angeles; Mark Keppel, Secretary, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; James A. Barr, Stockton, Cal., Secretary.

Superintendent of Schools Will C. Wood of Alameda, and Supt. F. F. Bunker of Berkeley, conferred November 10 on the plan to fix the summer vacation in the schools of the three cities for July and August, instead of June and July, as at present. The superintendents believe that since August is a warm month, it would be to the advantage of the pupils to be at leisure then. The matter will be taken up by the boards of education of the three cities.

* * *

Duncan Stirling, formerly superintendent of Monterey county, is now teaching in the high school at Gonzales, Monterey county.

* * *

G. W. Moore of Colusa was elected chairman of the Northern California School Trustees' Club which met at Chico, October 26.

* * *

Miss Anna Wiebalk of the San Francisco State Normal School addressed the Juvenile Court on "Story Telling."

* * *

C. A. Stebbins and Edward Hyatt are running a series of articles on agriculture in the public schools in the Town and Country Journal.

* * *

At Seventh-street school, Los Angeles, instruction is given in poultry culture, which the children take home and apply. Many of them come to school bringing their tiny chicks and ducklings in their little hot hands, to show proudly to their teachers, and several have made considerable money from the sale of eggs. Last year Edith Sugg, an eighth grade pupil who is now in the high school, clothed herself and paid for her music and painting lessons from her poultry income, and hers is not a solitary case. Mrs. George E. Larkey is the moving spirit in this work, and considers this wholesome outdoor employment of inestimable value to the children.

* * *

Allison Ware of the Chico State Normal School, was one of the principal speakers before the Marin county institute.

* * *

Allison Ware had a fine article in the Sacramento Bee November 11, "An Undeveloped Resource—the Rural School."

* * *

The Sacramento Board of Education will hold a competitive examination for teachers for substitute list on December 18.

The Contra Costa school trustees have organized to purchase supplies by the wholesale. Thirty-two districts have signed an agreement, and have given contract to H. S. Crocker & Co.

* * *

The election of the Board of Education at the recent primary in Los Angeles stirred up more than an usual amount of political activity. Political coercion was charged against the teachers. It was also claimed that they were assessed for political purposes. This was unfortunate for the schools. In San Francisco where tenure of position and an appointive board is a part of the system political activity on the part of teachers is not indulged in. It is unfortunate that Superintendent Francis has to have his valuable time taken up by trying to stop political activity in the election of his Board of Education.

* * *

E. B. Hoag of the University of California was one of the principal speakers at the Minnesota Educational Association, October 26, 27, 28, 1911. Dr. Hoag has achieved a national reputation through his book, "Health Index for Children," and his lectures on hygiene.

* * *

H. O. Williams, principal of the Sacramento high school, has been visiting the schools of Southern California with a view of securing suggestions for the new high school building in Sacramento.

* * *

Leroy Anderson has announced that the second rural Education Conference will be held in Stockton December 28 and 29. Governor Johnson is to be one of the speakers.

* * *

Edward Hyatt, Mrs. M. G. Hyatt and James Ferguson attended the committee of the N. E. A. on teachers' salaries which met in Chicago recently.

* * *

The San Francisco School Department purchased 1200 copies of "California, the Golden," the excellent historical book by R. D. Hunt, published by the Silver-Burdett Company.

* * *

Superintendent Lindsay of Fresno county held an important school trustees meeting on November 25.

* * *

Superintendent A. M. Armstrong of Vallejo at a recent meeting of the Board of Education urged a radical change in the course of study. His plan is to have a course of study that will prepare for life and to put less stress on subjects required for high school and university entrance.

* * *

Col. James E. Power of the Board of Education of San Francisco announces that the school children of San Francisco deposited $20,000 in the school savings bank during the month of September.

A regular organization has been formed in Eureka for the purpose of having the State establish a Normal School at that place.

* * *

Superintendent Baterman of Santa Clara county is arranging an excellent program for his institute November 28 and 29.

* * *

The Board of Education of Pasadena reports that the portable school houses used in that city are a great success.

* * *

Men teachers of Alameda county organized for the "mutual discussion of school problems, the protection by united effort of the interests of the schools of this county and of ourselves, and general social intercourse," as adopted in a resolution, at a meeting, November 20. One hundred and twenty men teachers were present and P. M. Fisher of the Manual Training and Commercial High School was elected president. H. D. Brasfield, Fremont High, was chosen vice-president, and S. E. Coleman, Oakland High, was elected secretary.

G. W. Wright of Centerville High and C. L. Biedbach of McKinley school, Berkeley, were appointed members of the executive committee to serve with President Fisher.

"Education Reforms and the Social Movement" was the subject of an address delivered before the gathering by Mayor J. Stitt Wilson of Berkeley.

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Book Notes

Dr. Wiley and his campaign against food adulteration are awakening the American people to an attitude of alert watchfulness over what they eat. Both consumer and merchants are beginning to display an intelligent desire to know for themselves, what constitutes purity, and how to detect its adulteration. The latest and simplest treatise on the subject is a very readable little book by Professor John C. Olsen of the Brooklyn Polytechnic Institute. The name is "Pure Foods, Their Adulteration and Cost," and it is published by Ginn and Company. Here one learns the elements which make up the common foods, how the foods are produced and prepared, how preserved, how flavored and colored, simple experiments for testing the genuineness or purity of manufactured food articles—in fact, all the necessary everyday knowledge required on this point in ordinary domestic or mercantile life.

Among the Americans who attended the Congress of Races in London this summer was Paul S. Reinisch, Professor of Political Science in the University of Wisconsin and author of international reputation. Professor Reinisch's latest book, "American State Government" has only recently been published. For ready reference no volume has yet appeared to surpass this in its convenience for the student or general reader of state economics. As in his previous book on "American Federal Government," the author has here gathered together the best of the documentary material, including speeches, state papers, etc., which can be found to enhance the interest and clarify the understanding of this field. Both volumes are published by Ginn and Company.

Muzzey's "American History," which has just come from the press of Ginn and Company, finds a niche already waiting for it. The lack of an elementary American history, clearly and logically written, and designed to appeal to students of high school or early college age has been all too apparent. The remarkably pleasing style, profuse and carefully chosen illustrations, and, more than all, the absence of all detail not necessary to preserve an interesting, continuous and accurate narrative from the standpoint of today, mark the book as unique in its field.

A "Practical Botany" is one of our most recent contributions to everyday science. Professor J. Y. Bergen, the co-author with Dr. Caldwell, whose name is inseparably connected with the botany study of two generations, voices the trend of modern education when he says of this book as compared with other botanies, "It has more about hay and less about mitosis," and indeed, the facts of botany have been so interwoven with accounts of their practical use in agriculture, commerce, and even therapeutics (note the chapters on Pollination, Foresty, Plant Breeding, Plant Industries, and Bacteria) that they at once impress the reader or student with their interest and workable value. The book may be obtained from Ginn and Company, Publishers.

Moliere's "Les Femmes Savantes," edited by Charles A. Eggert, Ph. D., formerly professor of French, Illinois Wesleyan University, cloth, 16mo, 187 pages, with notes and vocabulary, price, 40 cents, American Book Company. In this edition of Moliere's entertaining comedy, the notes give special attention to peculiarities in language and style, and to the explanation of allusions in the text. The vocabulary has been prepared with great care, and is particularly helpful in the interpretation of idioms. The introduction gives a brief account of Moliere and of the Precieuses. The help rendered throughout is such as will enable even young students to read this masterpiece with intelligence and appreciation.

"Hart & Feldman's Plane Geometry," by C. A. Hart, Instructor in Mathematics, Wadleigh High School, New York City, and Daniel D. Feldman, Head of Department of Mathematics, Erasmus Hall High School, Brooklyn. Cloth, 12mo, 303 pages. Price, 80 cents. American Book Company, New York, Cincinnati, and Chicago. This book is the outgrowth of an experience of many years in the teaching of mathematics in secondary schools. The book in its present form is the combined product of experience, classroom test, and severe criticism. Argument and reason are arranged in the parallel form. Every construction figure contains all necessary construction lines. The mechanical arrangement is such as to give the student every possible aid in comprehending the subject matter.

* * *

"Wildenbruch's Der Letzte," edited by J. H. Beckmann, A. M., Westport High School, Kansas City, Mo. American Book Co. Price 30 cents. Wildenbruch is considered one of the most talented modern German writers, and this interesting and pathetic little story is a masterpiece. It displays well the author's clear and simple style and his sympathetic understanding of child life. The story describes a German officer's inability to show his really devoted love for his two little motherless children, the loss of his eldest son, and the pathetic death of the young survivor. The text is accompanied by the usual explanatory footnotes, exercises for translation and grammatical drill, and a full vocabulary, suitable for second year students.

* * *

Houghton Mifflin Company are performing a real service to the schools in issuing in their Riverside Literature Series excellent school editions of some of the best modern fiction. Among their most recent publications of this kind are Cooper's "The Spy," Aldrich's "Story of a Bad Boy," Charles D. Warner's "Being a Boy," and Kate Douglas Wiggin's "Polly Oliver's Problem." They have also in recent years published in the same series Kate Douglas Wiggin's "Finding a Home" and "The Flag-Raising," which are the cream of "Timothy's Quest" and "Rebecca of Sunnybrook Farm." It has been only in recent years that publishers have been willing to make available for school use such choice contemporaneous copyrighted literature.

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Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

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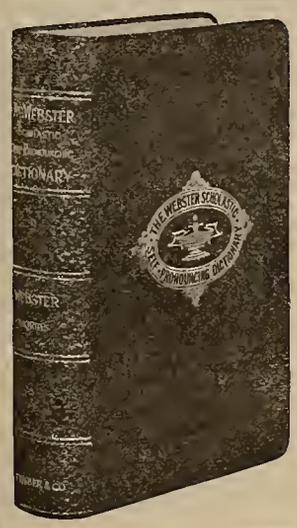

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

A Splendid Map

The United States Geological Survey has just issued a magnificent wall map of the whole United States, nearly six feet square, in colors, which it sells at the cost of paper and printing, namely, 75 cents. It would probably cost ten dollars if made by a publisher for gain and twenty dollars if "introduced" by a gentlemanly agent. The scale is 80 miles to the inch. The coloring shows the rocks the underlie the different parts of the continent. It can be had at any of the offices of the Survey, at Sacramento, for instance; and is also sold by many book dealers.

* * *

Sacramento Valley Map

The Geological Survey has also issued a topographical map of the Sacramento Valley that ought to be on the wall of every school room from San Francisco to Red Bluff. It is about four feet long and two feet wide, printed on white paper with topographic features in brown. I think its price is fifteen cents.

Every teacher in the State who teaches geography ought to be personally acquainted with these U. S. Topographic maps, ought to be able to translate them himself into the actual features of the landscape and able to teach his pupils to so translate them.

* * *

Gravel and Sand

It is a curious fact that the value of common, prosaic sand and gravel mined and sold in the United States is about the same as that of the precious metal silver. In 1910 it was over twenty-one million dollars.

Of course this is only another way of saying that our supply of timber is growing smaller and that concrete is taking the place of lumber as a building material.

The time is coming when people will not be allowed to build wooden houses in cities at all. It is a foolish and a suicidal thing, wasteful and destructive and dangerous. It is only a question of time when they burn. A city fire destroys, sends up in useless smoke, our personal fortunes and our nation's forests. In the large view, it is inconceivable folly for us to build houses that are combustible.

* * *

Special Session

As this is written a special session of the Legislature is in progress. It was called for the specific purpose of passing enabling acts to put in force the Constitutional Amendments adopted in November.

Christmas Thoughts

The time has come for a new angle on Christmas. It has visualized the cross rather than the star. Gethsemane should be far removed from Bethlehem.

Gifts like the Fourth of July fireworks may be a nuisance. They are oftentimes an infliction. Gifts between friends should be simple. Charity gifts should have no place during Christmas festivities. The charitible should give gifts with freedom when and where they desire so long as charity is based on social justice, or on the Golden Rule. Christmas gifts should be tokens of love, friendship, and good will, not expensive luxuries, making the recipient unhappy on account of obligations that cannot be returned.

The civilization which uses the name of Christ in an adjective sense should be subjected to the severest form of criticism. A civilization of material and educational progress that does not eliminate anger, jealousy, envy, bigotry, prejudice and cruelty is lacking in the finer essentials of human requirements.

A civilization that maintains a double standard of morals, a civilization that permits unequal justice, a civilization that permits opportunity and temptation for the weak, a civilization that punishes as criminals, the men and women who are the resultant forces of modern society, is far from ideal.

A Christian civilization that has made its ideals in the material things, and has exalted the science that has promoted electricity, plant life and animal life, and yet has neglected the science of National Eugenics, will never breed a future race of men and women who will walk the highways with God.

A Christian civilization that maintains great navies and splendid equipment for war is far removed from the teachings of the "Sermon on the Mount."

The day is here when creed, dogma, institutional and legal restrictions on human happiness must be removed. Kindness, charity, justice, love and unselfishness must take the place in the individual, and the state of selfishness, injustice, unkindness, anger and jealousy. The false moon beneath the smooth surface of the water tells of the true moon somewhere.

—Harr Wagner.

The only point of educational interest in the session is a proposed Constitutional Amendment for the State to furnish free text books to the children of the State. It is so hedged about by plots and counterplots that its fate cannot be foretold at this time. For my own part I shall be glad to see it pass and shall not be critical or hard to suit as to the particular shape in which it is presented. If the principle is once established I am sure we can find ways to modify it into a good and satisfactory form as time goes on, however it may be at starting.

* * *

A Journey East

I have just returned from a two weeks' journey to the East, attending the first meeting of a national committee of eleven, charged with the duty of making an inquiry into the conditions of rural education in the United States with the view of preparing a plan for harmonizing and standardizing the rural schools in the different States of the Union. This committee met for three days at the Auditorium Hotel in Chicago. The eleven members represented the whole United States, and included some of the well known educational people of the country, among them Professor L. H. Bailey, the agricultural expert of Cornell University, John R. Kirk, president of the Kirksville Normal School of Missouri, Presidnet Joyner of North Carolina.

* * *

What They Did

The committee held a series of discussions, comparing the conditions in the different sections of the Union, laid out a plan of action, appointed sub-committees to take up different parts of the prepared work and adjourned to meet again in February at St. Louis. The work of the committee will be chiefly concerned with the supervision, the course of study, the financial support, the grounds and buildings and general life of the rural schools. Many States are very backward, with schools in a starved and helpless condition, and it will be a valuable undertaking to bring such communities up to the firing line, to set some standard that may be attained and should be attined by every State in the Union.

* * *

The Beautiful Snow

I ran into a snow storm in the mountains two hours after leaving Sacramento and was in the snow practically all the rest of the journey. This was my first snow storm for thirty years and it was a strange and enjoyable experience. All through Nevada, Utah, Wyoming and the Mississippi Valley the white kept flickering down. The bare trees were loaded with snow, the buildings were covered, the fence posts were capped.

The people seen through the car windows wore mittens and big boots and they moved about with difficulty. Groups of children with red mufflers round their necks were gaily dragging sleds about. When they first appeared skating on the ice of a pond I almost climbed off the train to join them, forgetful of my thirty years handicap.

* * *

Chilled to the Bone

The winter had not yet settled down and the weather was not really considered severe by the folks who had to stand it; but to me it was bitter cold. I rubbed my ears every little while, thinking they were freezing. I wore my overcoat all the time and shivered as the stinging wind sifted clear through me and chilled the marrow of my bones. I sympathized with Cook and Peary as never before and always cuddled as close as possible to the stove.

* * *

I rejoiced when the time came for return, and blessed my lucky stars when the train at last slid down the long slope of the Sierras into the genial, kindly sunshine of glorious California; and to all my friends I am saying: "You don't know what you miss. You don't realize the blessing you have a chance to enjoy. Don't forget to thank the good Lord that there is still room enough for you to live in California."

* * *

The Outdoor Schools

While in the East I visited schools during all leisure hours, making a special effort to look into the Outdoor Schools of Chicago and Cleveland, the second and the sixth largest cities in the United States. This outdoor idea is a splendid thing, and it is becoming important in this State. In fact, it is peculiarly appropriate and desirable in this State, and we shall hear much of it in the years to come. It will make our people bigger and stronger in body and in brain and it is worth our attention.

In the severe climate and the fierce winters of the Eastern States, however, the outdoor school labors under disadvantages. I found it very hard to find an actual outdoor school actually in session in the actual outdoors. The teachers and the children have been living indoor lives, in closed and heated rooms for these many years. It is an uphill job to get them out, in chilling winds and bitter weather. In spite of this, however, they show some surprising and wonderful results and I was glad to study the whole thing on the ground with the idea of passing on some hints to California later on, as occasions permit or demand.

No reform in school administration is well begun until the end is in sight.

The honor attached to the office of membership on the school board is hollow if the men who seek it are not honest and honorable.

All obstacles to school progress are the same size to the official with determination.

Health In Our Public Schools

On every side, in magazine, newspaper, on the lecture platform, and even in the teachers' institute, one hears the cry "we must adapt our school curriculum more nearly to the needs of modern life." Then follows the question, "How?" "It should be simple," one says. "Our children must read and write, they must figure, and they must be taught how to preserve their health. After that our boys should be taught the essentials of manual training and our girls the principles of good housekeeping and the care of children. If the school authorities can find time to add anything else it will be appreciated." When we forecast the future of the children entering the primary classes of our schools this month of 1911, we know that five out of every six of them will be looking for jobs by 1920. Good health will be the chief recommendation of these youngsters, who will qualify for errand-boys and counter-girls and apprentices in the trades. They will need to read and write, but grammar will be of little use to them in these days of modern slang. They will have use for only the simplest of mathematical calculations—and this about completes the list, when one comes to set it down in black and white.

The schools have these children eight years as an average, and the schools at present fail to give them the two great assets in starting their careers—a practical knowledge of health preservation and practical training in some trade. To put this instruction off till the high school is reached means to miss eighty-five per cent of the children. If the schools can not by a rapid process of evolution compass this need of our children, the public should demand that the more dangerous but instantaneous method of revolution be employed.

There are many arguments for separating our boys and girls during the years from thirteen to fifteen. This is the period when the changes of puberty cause the first real consciousness of sex. It is the period when our boys need the influence of a strong, fine man as their teacher, and our girls need the sensible mothering of a woman who knows how to teach them the principles of home-making. Some of us believe that the seventh and eighth grades of of the grammar school should be the place for radical changes in the curriculum. At the beginning of the seventh grade the boys and girls might be placed in separate rooms of the school, or in separate buildings where practicable, and enrolled for half-day sessions, the morning and afternoon sections to be reversed at the half-year point. Under such an arrangement the boys could be taught during the half-day session the essentials of manual training, of business dealings and of leading healthful lives. During the other half of the day they could work as an actual apprentice in some trade.

By arrangement with employers and labor organizations the half time of two boys could count for the full time employment of one boy. Our boys apprenticed to the trades receive now from one dollar to one dollar and fifty cents per day. If a boy of this age could actually work for half his time and earn real money, and at the same time receive credit in school for the high quality of his work, he would have a stimulus to remain in school and do his best, which is utterly lacking now.

Our girls can only learn how to be practical and resourceful wives and mothers by practicing domestic science and the care of the baby. The same half-time plan suggested for the boys could be adapted to the girls, their home time being devoted to actual practice in applying the sewing, cooking and house management lessons given during their school session. Through nurses' associations and similar agencies all the assistance necessary to supplement the resources of the schools could be obtained.

At first thought such an argument may seem far afield in discussing health conservation, but further consideration will convince any one that adequate preparation for living is a major factor in the prevention of disease. The boy who learns his trade early will establish himself and marry early. The girl who learns how to care for a baby before her own child is born will be a great factor in reducing the infant mortality of her community. The young couple who have had the practical training which will enable them to provide the essentials of a sanitary healthy home, no matter how limited their income may be, will not be likely to appear among the victims of tuberculosis five or ten years after their marriage.

Our schools are the most powerful agency that we can enlist in the business of saving lives and health. Those educators who are trying to break the traditional sequence of grades and studies in order to introduce manual training and domestic science should be encouraged. If necessary, the public should stand ready to "buck the center," so to speak, of the old inflexible curriculum in order to make an opening for them.—From Bulletin Cal. State Board of Health.

Resolutions by Santa Clara County Institute

The Santa Clara County institute, Superintendent Bateman, presiding, the following resolution in referring to the question of pensions was adopted:

Whereas, Justice to the teacher demands that she be protected from dependence on others for support after her period of usefulness as a teacher has passed; and

Whereas, Teachers' salaries are not adequate to furnish such protection; therefore, be it

Resolved, That we earnestly request the Council of Education to see that a bill for the pensioning of teachers be prepared and presented to the Legislature at its next regular session.

Concerning free textbooks the teachers said:

Whereas, The proposed legislation in the interest of free text books is a most important and vital matter to the school, and will make a radical change in the State; and

Whereas, Some of the most meritorious and important school legislation of the last session has proved cumbersome, burdensome and defective in important details because passed too hastily and without careful consideration of its practical bearing; therefore, be it

Resolved, That we, the teachers of Santa Clara County in Institute assembled, fear the results of too hasty action on the part of the Legislature, and therefore earnestly petition your Honorable Body to postpone final action on this matter until the regular session in 1913.

The Secret of Influence

No one can go through life, James Bryce, the British Ambassador at Washington, has observed, without noticing that there are persons whose gift for attracting and influencing others is greater than their power of intellect or force of will seems to account for. So, too, no one can read history without becoming aware of the fact that brilliancy and commanding personality have often been outstripped by gifts of a much less showy sort. Something other than striking intellect and strong will would seem to go to the making of the thing we call influence. What is it?

In answering this question, Mr. Bryce begins by admitting that in the case of many of those who have been foremost in the sphere of action or in that of thought, intellectual force, coupled with force of character, or even perhaps taken alone, sufficiently explains the ascendency they have exercised. "When a man appears," he says, "so conspicuously fit to lead and rule that he succeeds in all he undertakes, a man like Trajan, or Constantine, or Richelieu, or Cromwell, or George Washington, or Bismarck, not to speak of such extraordinary beings as Julius Caesar or Napoleon Bonaparte, the mere fact that he has been successful and that he actually exerts immense power dazzles the eyes and subjugates the wills of other men, whether or not they come into direct contact with him. They are ready not only to obey him, but to believe that what he does is right and that what he says is true, just because he says it and does it. Such is the prestige of success." So also a great thinker whose ideas penetrate and stir men's hearts becomes, when he is widely read and discussed, a shining figure and a guiding force to many who know little or nothing of him as a person. He has given the impression of greatness, and "greatness is so rare, and the average man is so glad to get some sort of leading, that he is ready to accept what his leader of thought tells him, merely on the ipse dixit of the leader." Luther, Calvin, Rousseau, Mazzini and Leo Tolstoy are cited as men who exercised this sort of power. They cast a spell over humanity quite irrespective of their own personal characters. Persons so unlike one another as Saint Thomas Aquinas, Thomas Carlyle and Dr. Phillips Brooks moved by their written or printed words persons ignorant of the lives, characters and careers of each of them. "Their virtues or their failings," Mr. Bryce remarks, "made no difference. It was the voice, not the man; and the thoughts were their own best credentials." Mr. Bryce continues (in Chamber's Journal):

"When the thinker or prophet is also a leader whose own life illustrates and justifies his words, the effect he produces is both more widespread and more intensified. This is especially the case with the great religious teachers or reformers. They must be, if they are to succeed, men who live up to their ideals. They must be seen to be penetrated by their convictions, and to have such faith in them as to face danger and even death for their sake. The prophet who blanches in the moment of supreme trial is lost. If Luther had submitted at the Diet of Worms, his arguments would have remained just what they were before, but his personal influence would have vanished. The death of Socrates consecrated him to posterity, and the unparallaled stimulus he gave to philosophy and to morality derived its force not merely from the profundity of his thought, but also from the example of his whole career and his constancy to the end."

Turning from the great luminaries of history to ordinary life and daily experience, Mr. Bryce points out that there are at least four elements that give a man a direct personal influence among his neighbors in city or country. The first is intellectual independency and initiative. The second is tenacity of purpose. The third is sound judgment. The last is sympathy. No one of these qualities, Mr. Bryce reminds us, is rare. Each of them may be possessed by persons little above the average. But they are rare in combination, and "it is the combination of the power of inspiring personal attachment with the power of diffusing the impression of independent force that especially makes a man the center of a group or a multitude that is ready to think and feel and act with him." Mr. Bryce proceeds:

"We have all known such persons. Sometimes their sphere may be a narrow one, yet the qualities which made others gather to them are just as visible in the small as they would have been in a larger area. I remember two instances in two English cities, instances dissimilar in some ways, but both illustrative of the springs of authority and attraction. One was a person of singular firmness and sagacity, a man of few words, but kindly in his quiet way, and ready to help those who sought either counsel or any other help from him. He had no ambition, and refused all the honors and the posts of prominence that were offered to him. But everybody who was anybody knew him and trusted him, and to quote his opinion was, in that city, better than to quote the views of all the officials and all the newspapers. That he said a thing was enough. The other was a lady who had devoted herself to philanthropic work with an inexhaustible ardor and tenderness. Her judgment was sometimes at fault, but the charm of her earnestness and the atmosphere of fervid aspiration which she diffused drew disciples and followers around her, eager to hang on her words and do her bidding. Unselfish ideality and zeal, coupled with sympathy, were the spring of influence in this instance, as wisdom and force, coupled with uprightness, were in the other."

In bringing his inquiry to an end, Mr. Bryce reverts to the cases of great men and notes how the same qualities found operative among ordinary people operates on a large scale to give power to famous leaders. He names, in American history, John C. Calhoun, Daniel Webster and Henry Clay. The first had the influence which belongs to the man that stands out as the most clear and cogent creator and expounder of a logical body of doctrine which a great party embraces and fights for. The second had the influence which follows a majestic intellect, a striking countenance and a splendid gift of oratory. But "neither of these men," Mr. Bryce comments, "exerted that special kind of influence which wins devotion from the followers and makes them rejoice to follow." Henry Clay stood intellectually beneath Calhoun and Webster, but he had the gift they lacked. He drew people by a personal quality that was irrespective either of will or of intelligence; he possessed the genius of personal magnetism.

Among the illustrious ones of the distant past who possessed the same sort of power, Mr. Bryce mentions Ignatius Loyola and Saint Francis of Assisi. Ignatius was a man of such intense conviction that he energized all with whom he came in contact. In Saint Francis, religious and humanitarian emotion swelled into so full a tide that it overflowed into the souls of others. There is no more remarkable instance of the power of personality than that exerted by Guiseppe Mazzini. He had the temperament of the prophet, an intense faith in his own beliefs, an unselfish devotion to his own ideals, a fortitude nothing could daunt; and he kept the light of Italian patriotism alive through twenty years of trial, discouragement and repeated failure. Mr. Bryce concludes:

"Force, fervor, intensity—these are the qualities which have given their power to great leaders in all the movements by which the world has been swayed. Sometimes they have been present in men who left so little written memorial or whose efforts were so foiled by adverse circumstance that we can note only the fact that they must have been remarkable because their contemporaries admired and followed them. They possessed the secret of influence, it. They are among the riddles history."—From December Current Literature.
though we cannot tell how they manifested

Teachers and Parents Organize a Home and School Club

Lodi (San Joaquin So.) Dec. 7—The teachers and parents have organized the Home and School Association, which is to be a permanent organization. A constitution has been adopted and the work of the Association outlined.

Professor Inch was present at the organization and gave an interesting talk on the subject of the Union High School, showing the necessity and the advantages that would accrue to Northern San Joaquin County. He told the parents of the evils of cigarette smoking, said the habit of loitering in the pool rooms, as some of the pupils are accustomed to do, should be stopped.

The third Friday of each month will be the meeting day of the association. A full ticket was nominated and the following officers will be chosen at the next meeting. The candidates are as follows: Mrs. J. H. Williams, Mrs. Addine Beckman, for president; Mrs. A. Burson, R. J. Custer, for first vice president; C. A. Black, Mrs. G. L. Meissner, Mrs. J. M. McMahon, for second vice president; Mrs. P. O. Rindle, Mrs. Emma Fink, Mrs. Ed Spickerman, for secretary; J. M. McMahon for treasurer.

* * *

E. D. Burbank and wife are on a tour of the Orient. Mr. Burbank has been the successful representative of Ginn & Co. in Southern California for several years.

The Montessori Method in Education

Miss George of Chicago recently visited Rome, and thus describes her visit to a Montessori School at St. Angelo. The Montessori Method is causing comment in all parts of the world. This article, an extract from McClure's Magazine, will be of special interest to all students of education.—Editor

An American Teacher's Impression of a Montessori School-room

"There was no formal morning opening of school, and it was a surprise to me, while I stood talking with the teacher in the empty classroom, to turn suddenly and find a group of little girls in clean aprons behind me. They had come in quietly, and were waiting to wish me good moring. These were children from the Ghetto, but, aside from the pallor that arises from inadequate nourishment, the faces before me had nothing in common with those of the poverty-stricken inhabitants of the streets along which I had picked my way. The happiness, the intelligence, and the ease with which the children welcomed me showed that some better force was at work within these natures. And, as I watched, my wonder grew. With a directness and simplicity which showed that she knew what she wanted and how to get it, each little girl took from the cupboard of her miserable little desk the materials with which she wished to work. In this class of forty-five children I saw not one idler. Two little girls brought from its corner a square of carpet,, old, cheap and shabby, but obsolutely clean, and this they spread in a narrow space in front of one of the desks; then, bringing a box containing the cut-out letters and words, began with joyous eagerness to form these letters into words and phrases. One of these phrases, made seriously enough, interested and amused me. The child composing this sentence pronounced each word sotto voce as she selected the letters from the boy, and then put them carefully in their place in the words she was forming on the old carpet. The sentence was as follows: 'Teresina does not like to bathe, but her little dog goes gladly into the fountain.' Signora Galli found, upon inquiry, that this spontaneous bit of composition had been inspired by an encounter the composer had that morning had with the unregenerate Teresina and her dog.

"The children in the Montessori class of this public school take great pride in their clean bodies, and have learned to respect themselves and their class-room too much ever to come into the school unwashed. They wipe their feet so carefully, before coming into the hallway, that the janitor, unaccustomed to such habits, is in a constant state of marvel. If, in their homes, the mother fails to have ready the clean apron which she is expected to furnish, her child protests and shows such a true distress that the repetition of such carelessness on the part of the mother is very rare.

What Children Six Years Old Have Accomplished

"I saw other children composing words with these same cut-out letters, and placing them with the greatest solicitude on the slanting planes of the narrow desk-tops, so that they might not slip to the floor. Others were writing on the blackboard, and some had slates on which they were drawing letters in chalk. Some were sitting on the benches, some on the floor, and some on the few comfortable little chairs that Signora Galli had placed, at her own expense, in some of the corners of the crowded little room. With all this activity there was no noise or disorder. Instead, there was everywhere joy in work and a happy comparison of tasks. Occasionally, as I stood watching, a child would come to call Signora Galli to see some word that she considered particularly well written, or to beg her to pronounce slowly and distinctly some other word that she wished to write. In the attitude of the children toward their teacher and their dire stress I observed most beautiful reverence, the warmest affection, and the greatest respect.

"The thing that struck me the most forcibly was the even, or, to speak in school parlance, the perfectly graded condition of the entire class. The greater number of these children were six years old when they entered in the fall, and they had, through the preparation which was done through the month of waiting, established their ideas about sense education. So it seemed, at the time they received their materials, we might consider that the children in this school presented somewhat the same problem we might face in offering these toys to one of the first grades in America. They accepted the simpler exercises easily, and spent much less time in mastering them than the younger children. Over the games with the geometrical figures and insects, through which the sense of form is trained, these children spent a much longer time; and the exercise of filling in the spaces drawn by the conventional shapes, which directly precedes the act of writing, was continued by them throughout the year.

"So much for the progress of this school, as measured by ordinary public-school standards. But of the life, the joy, the individual independence which I saw in the children themselves and in everything they did, and which made their work valuable, I can give no adequate description. To sit for an hour in the little brick-paved court with its narrow strip of garden and two eucalyptus trees, and to watch the children at work, was to feel that, during the year spent there, these little waifs of the Ghetto had found that personal liberty and self-control that alone make it possible for any human being to do his best work and to adapt himself to the conditions of the life about him.

Holding School Out of Doors

"One morning, sitting among the children in their school-room, I heard Signora Galli's assistant say quietly: 'Let's have school in the court now.' That was all she said. Yet I have seen many teachers fail, with a dozen explicit commands, to achieve the result that I witnessed after this simple sentence. The effect was immediate. There was no scrambling, no confusion. Quietly, tranquilly, and with the security that results from knowing how to do things, forty-five little girls put themselves to work getting ready to go down into the court. Each one supplied herself with what she would need for her work. Three children who at the time were composing sentences on the little carpet placed all the letters carefully in the large flat box made to receive them, and then one of them put on the cover and held it carefully, while the other two brushed the strip of carpet and rolled it into a bundle which they could carry downstairs between them. Several other children, who were using pen and ink for the first time, dried their freshly written lines, wiped their pens, and, holding the inkwells with the greatest care, made ready to follow their companions. There were others who furnished themselves with chalk, slates, boxes of letters, counters and rods for the number work, and cases of metal geometric forms with colored pencils for filling in the designs. There was no pushing nor disorder, though much happy talk and laughter. When all was ready, the teacher did not give a command for silence; she only smiled and moved toward the door; then, quite naturally and in perfect order, the children followed her. There was a hall to cross, two doors to open, and three flights of narrow, awkward stone stairs to descend. I, who have taken classes up and down stairs for many years, could only feel, when I saw the security and patience displayed in the movements of these children, that the sense-training exercises had given them a control that I had ever attained with children and have seldom seen in grown people. At the second flight of stairs we came upon the janitor, who was sweeping down the steps with wet sawdust. The line halted voluntarily while he brushed a tiny path clear, and then, with evident pleasure, each child daintily picked her way through this cleared space.

The Montessori Method Popular With the School Janitor

"Giuseppe, the janitor, is very fond of the children in this class. He told Signora Galli an incident that gives a good example of the social and spiritual effect of such an education. It so happened that he one day brought his ladder and bucket into the school-room while the children were at work, and washed the windows and ventilators. The children watched him with friendly interest; and when he had finished, and was about to depart with his buckets, several of them, gazing admiringly at the shining glass, said to him: 'Grazie tante, Giuseppe; ba fatto molto bene.' ('Thank you, Giuseppe; you did that wonderfully well.') The old man's astonishment and pleasure were extreme; and when one considers that these children come from homes where rudeness and scolding voices are accepted things, it is easy to understand his surprise.

In teaching these children of St. Angelo in Pescheria, neither reading nor writing nor the use of the materials were the main aim or desire of Signora Galli and her assistant. Had these inferior ambitions been allowed to influence the work in the school,

there would have been little accomplished in the long months of waiting for the didactic toys, months that proved so valauble in the real education of these poor children.

Although nearly all the pupils in the class just described were six years old, the system is much more effective, of course, when the sense training is begun with children of three or three and a half, and followed slowly and thoroughly. The children from the Ghetto were less developed than children born into more fortunate conditions, and their sense habits were less fixed.

UNIVERSITY OF SOUTHERN CALIFORNIA GRADUATE SCHOOL

The November Bulletin of the University of Southern California is devoted exclusively to the Graduate Department of the College of Liberal Arts. This bulletin may be regarded as the formal announcement to the academic world of the first graduate school in arts and sciences in Southern California and the southwest.

With upwards of a score of instructors on its staff and nearly 100 students already on its lists, the graduate school of the University immediately claims an important place in the educational world.

General oversight of the department is entrusted to the Graduate Council consisting of eleven members and appointed by Doctor George F. Bovard, President of the University. The present administrative officers are Thomas B. Stowell, Chairman, and Rockwell D. Hunt, Secretary.

The bulletin sets forth at length the conditions governing admission to the Graduate Department, also those relating to the degree of Master of Arts and the University Recommendation for the high school teachers' certificate. The recently acquired recommending power, granted by the State Board of Education, has met with immediate and hearty response.

At present graduate instruction is offered in the following departments: Biology (animal and plant), chemistry, economics, education, English, French, Greek, German, history, Latin, mathematics, philosophy and physics.

There are thirty-six candidates for the advanced degree in June, 1912, and the list shows more than sixty applicants for the coveted high school credential. The students of this department represent no fewer than thirty-four different institutions of learning throughout the world.

THEM'S MY SENTIMENTS

I am thinking of you today because it is Christmas, and I wish you happiness. And tomorrow because it will be the day after Christmas, I shall still wish you happiness; and so on clear through the year. I may not be able to tell you about it every day, because I may be far away; or because both of us may be very busy, but that makes no difference. The thought and the wish will be here just the same. Whatever joy or success comes to you will make me glad. Without pretense, and in plain words, good will to you is what I mean, in the spirit of Christmas.—Henry Van Dyke.

Chance and the Man

Extract

It is not difficult to believe that the great favor which is now being shown toward concrete educational means and methods, such as are offered in manual training and domestic courses of study, is grounded on the fact that for the great mass of pupils who attend our public schools these studies offer the maximum of opportunity for the elimination of chance as a means of producing the results sought. When a boy is set to fit two boards together so that they will "match" perfectly, or a girl to make and bake a loaf that shall be of high quality, the results, in both cases, are almost entirely determined by the skill of the worker, and the element of chance, both in performance and product, dwindles desirably near the vanishing point. This may not be true for all pupils, certainly not for all with equal potency, but it surely obtains with the vast majority of them. The pursuit of these studies in our schools is demonstrating the utilitarian value of concrete educational work as a factor in human progress in that it tends to cultivate the habit of eliminating chance from the outcome of human endeavor.

Nor shall the principle announced be held to apply to educational affairs alone, since it is equally potent and forceful in all life pursuits. Even amusements can rightfully be brought to the same test and their excellences or demerits truthfully determined by the same rule; this, perhaps in a general rather than in a specific way, but the conclusion reached has to be respected, no matter what we may wish about it. Judged by this standard, dice and roulette, and all similar games would fall under condemnation, since chance is the sole factor in their make-up, and most games at cards would suffer if checked up in this way. Hoyle, who is counted as the best authority regarding card-playing, declares that ninety-eight per cent of the results in a game of whist are pure chance; and the same ratio is probably true in most games at cards. That it may serve to amuse to now and then sit down and interestedly watch how "the cards will run" is not to be denied. But that it is well to indulge very freely, much less to be addicted to engaging in an exercise in which chance is so dominant a factor can not be granted. This conclusion is specially applicable to young people.

On the other hand, chess, checkers, billiards, ninepins, baseball, football, and other similar games that might be named, meet the requirements laid down by the principle at issue, since their results depend so largely on the skill of the players rather than upon the element of chance. Of course there are modifying circumstances that can be legitimately urged regarding the practice of these games, but the general rule holds good, after all.

Again, the relative values of the various professions and occupations of life can be accurately determined by the principle set forth in this paper. At this stage of the argument there is no need of going into details, since each reader can make up a list to suit himself and prove the same out by the rule. But, in brief, it should not be said that many professions and occupations that were once almost wholly at the mercy of chance are now largely redeemed from the influence of that baleful factor. Agriculture was for many centuries almost the worst of chance games. Doubtless it is for this reason that farmers have the name, some of them at least, of being the most venturesome gamblers in the world. But today, while the rainfall and the frosts are still beyond control, farming is becoming, in ever-increasing measure, a certain industry, almost unequalled in the definiteness of its rewards. Cereals are now sown and cultivated in such manner as almost to insure a bountiful harvest, while the fruits of trees and vines are rescued with unerring certainty from the ravages of chance storms, chance insects, and chance diseases.

The list of occupations which are, and are becoming, chanceless need not be iemized further; but it may not be unprofitable for the reader to note where stock-jobbing would rank if measured by this principle, also mining for gold and silver and some other similar enterprises. In professional life surely medicine, especially on its surgery side, is fast becoming wellnight chanceless, while the law may be moving in the same direction. However, so long as it is currently held that "Even God Almighty can never tell what the verdict of a jury will be," the practice of this calling can not be so very conducive to the cultivation of the virtue of certainty in the lives and characters of those who pursue it. Still, under the action of the forceful law of progress in all the activities of life, it must come to pass that these things shall not always be as they now are.

Still further ahead is the cause of eugenics which even to speak of is now almost to mention the forbidden, and one hardly dare ask the question: Will chance ever be cast out from the highest function of human beings, or must souls forever be incarnated at haphazard?

And because these things are so, study and investigation as to the laws that pertain to the growth and betterment of all forms of life, from the lowest to the highest, are strictly in order; and to disseminate a knowledge of such helpful discoveries as may be found to teach those who come so that wisdom shall take the place of folly, and "I know" shall supplant "I guess" or "may-be-so" in all the realms of human activity—this is the highest service that any soul can render to the race. Here lies the labor for the original researcher, the teacher, and the schools of all sorts, for the days that are to come.—Wm. Hawley Smith, in Educational Review.

Washington Wilson, a well known educator, died at his home in Berkeley, November 24th. Professor Wilson conducted the first Summer School in this State at Pacific Beach under direction of Harr Wagner and the Board of Education. He was connected with the Chico State Normal School, the Washington State Normal at Bellingham, and other institutions. He was a fine institute lecturer.

A Startling Hit at Ph. D.

Dr. Nicholas Murray Butler of Columbia University says in his annual report:

The enormous growth in recent years of the number of graduate students at Columbia has brought into prominence some new problems in relation to the establishment and enforcement of proper standards in graduate work. The ordinary requirements for matriculation as a graduate student is the possession of a baccalaureate degree or its equivalent from an accepted institution in the United States or abroad. Inasmuch as the list of accepted institutions now contains many score of names, and since educational conditions and standards vary so greatly in the United States, and even to some extent in Europe as well, it is clear that the mere possession of a baccalaureate degree can serve as little more than a guide to the administrative officers who are charged with the duty of accepting and registering graduate students. The Statutes of the University distinguish between registration and matriculation, and the time has come when the graduate faculties and the University Council might well address themselves to the question whether it would not be wise and in the interest of the best type of graduate instruction to make use of this distinction between registration and matriculation and to matriculate as candidates for the degree of Doctor of Philosophy at Columbia only such students as, having previously gained the baccalaureate degree or its equivalent, had demonstrated at Columbia University or elsewhere genuine capacity and fitness for graduate work. Were such a rule in force, then any student holding a baccalaureate degree might be permitted to register in one of the graduate schools and given an opportunity to prove whether or not the University would be justified in accepting him later as a matriculant.

During the last twenty-five years there has developed among the colleges and schools of the United States a deplorable form of educational snobbery, which insists that a candidate for appointment to a teaching position shall have gained the privilege of writing the letters Ph.D. after his name. This fact has given to the degree of Doctor of Philosophy a commercial value which it ought not to have, and it has sent to Columbia University and to all American universities no inconsiderable number of students whose chief aim is not graduate work or training in the methods of research, but simply the acquisition of a higher degree. Like the candidate for admission to the Bar of England who must eat so many dinners at one of the designated Inns of the Court, the candidate for the degree of Doctor of Philosophy who approaches his work from this very practical point of view regards himself as entitled to receive the degree when he has been in residence so many terms, or has attended so many courses, or has gained a given number of points, or has paid a designated minimum fee.

If graduate work in America is to be protected from such unhappy influences as these a beginning must be made without delay. The public may fairly look to Columbia, as the American university in which graduate and research work are most emphasized and that in which there is much the largest attendance of graduate students, to take the lead in a movement to correct the conditions which have been described.

Graduate work is not merely advanced undergraduate work followed in the same spirit and by the same methods as those which characterize undergraduate instruction, but it is training in the method of mastering a special subject of study with a view to preparing the student to advance the knowledge of that subject by his own contributions. Graduate work, to be worthy the name, must of course rest upon that general foundation which was once known as liberal culture, as a preparation. With this preparation, the true graduate student proceeds to acquire extensive and exact knowledge regarding a particular field and to submit himself to rigorous training in its development and cultivation. No amount of residence at a university and no amount of attendance upon courses should ever, of themselves, secure for a candidate the degree of Doctor of Philosophy. If the degree is to be rescued and restored to the position which it was once thought to hold and which it should hold, it must be treated as a scholarly possession, and not as a commercial advantage.

As a matter of fact, few persons are less well equipped to make good secondary school and college teachers than the most recent possessors of the degree of Doctor of Philosophy. If they have been serious students, as must be assumed, then their training and intellectual interest for some years preceding the obtaining of the degree have not been of the kind that relate themselves to the work of instruction in school or college. The man who has recently acquired the degree of Doctor of Philosophy may be an admirable person to teach at once in secondary school or college, but under present conditions the chances are that he is not such a person. The first step, then, is to correct the erroneous opinion which leads those charged with the duty of making appointments in secondary schools and colleges to regard the possession by applicants of a Ph.D. degree as an essential prerequisite to securing an appointment. If this could be accomplished, the number of candidates for the degree in the American universities would at once diminish, but the ranks of serious scholarship would lose few probable recruits. Graduate faculties and individual professors might then, freely and without prejudice to a student's economic interests, devote themselves to his purely scholarly training. It can hardly be doubted that the results would be beneficent, although the output of Doctors of Philosophy would be diminished.

It is important to keep steadily in mind a correct standard of judgment as to success in graduate work. Perhaps there is no surer evidence of the possession of a scholar's independent judgment than the ability to choose and to weigh really relevant material in contrast to that which is subsidiary and unimportant. The scholar, like the artist, must see the lights and shadows on his subject. To confuse them is to produce, not a painting, but a daub. The accomplished Dean of the Graduate School at Princeton University, Professor West, made some years ago this admirable statement of what should be the aim of the graduate student's endeavors:

"To find and use the literature of his subject, including important older monographs and editions, as well as current journals;

"To enlarge his acquaintance with his field of study by continuous reading, observation and reflection;

"To trace and estimate the evidence regarding particular problems;

"To acquire the methods of exact research, to develop them by his own inventive effort, and to apply them in investigation;

"To subject all his conclusions to the test of rigorous criticism;

"To perceive the relation which each investigation he pursues bears to the whole of which that investigation forms a part;

"To distinguish the real issues in question, and to perceive where the discovery of truth hitherto unknown is possible."

It is not easy to deal with large and complicated problems such as those of graduate work by formulas, by regulations, or by rules. The individual teaching scholars must be set free, with only such indications of procedure as are necessary in the interest of academic order, to discover talent and capacity in their own pupils, to direct those pupils to the most helpful and fruitful lines of work, and to signify when their attainment is sufficiently advanced to warrant their receiving the badge of scholarship in the conferring of the degree of Doctor of Philosophy.

ANNOUNCEMENT

We are pleased to announce that after January 1, 1912, Mr. D. W. Lindsay will be connected with the San Francisco branch of the Boynton-Esterly Teachers' Agency. Mr. Lindsay is a graduate of the Southern Illinois Normal University and of Stanford University. He has had long experience in public school work, in Illinois and California. His experience in all kinds of school work from the ungraded country school to the High School Principalship and the City Superintendency, enables him to render most valuable service to this office. As City Superintendent in Greenville, Illinois, one of the best schools in Central Illinois, where he had charge for six years, he has had exceptional experience in studying the fitness of teachers and meeting the needs of the schools.

As principal of High Schools in this State much of the time the entire responsibility of selecting the faculty for the High School devolved upon him. The fact that these schools grew each year about 25 per cent, indicates the success of the work. He has also served on the County Board of Education, and thus has been brought in close contact with the qualifications of the teachers as well as the needs of the schools. All of this experience he proposes to use for the benefit of the teachers and the schools of the State.

One of the most important factors in our public school work is the selecting of teachers with the proper qualifications, and assigning them to the schools for which these qualifications best fit them. Many teachers fail in one place, not because they are poor teachers, but because their qualifications do not adapt them to the school or to the locality for which they are selected. It is the duty of those having the selection of teachers to find the suitable ones so that these "misfits" may be reduced to the minimum.

It shall be our purpose to have on our roll the very best material in the State, as well as teachers from Eastern States, and when in need of teachers, if you will kindly notify us, you may rest assured that we shall recommend to your attention the most competent available teachers that we may know, whether on our lists or not, for the work you have in hand. In all cases, you may be certain of prompt, efficient, and courteous treatment.

—Boynton-Esterly Teachers' Agency,
717 Market St., San Francisco, and
525 Stimson Bldg., Los Angeles.

The London Teachers' Ass'n and the National Education Ass'n (U. S. A.)

The reception of Mrs. Fannie Fern Andrews by the London Teachers' Association at the Holborn Restaurant, London, on the 27th October last was correctly described by the General Secretary of the London Teachers' Association as "a very remarkable international episode." It was the first time in the history of educational organizations in Great Britain that a representative of the National Educational Association of the United States had been welcomed by a British Teachers' organization. Mrs. Fannie Fern Andrews, Secretary of the American School Peace League, bore from the Convention of the National Education Association the greetings to the London Teachesr' Association of a very cordial character embodied in a formal resolution. Miss A. K. Williams, President of the London Teachers' Association, received the company in the Throne Room, at the Holborn Restaurant, London, and welcomed the guest of the evening, whose visit, she thought, was appropriately timed when the first woman-president occupied the chair of the London Teachers' Association. Mrs. Fannie Fern Andrews, in response, read the terms of the resolution accrediting her as the representative of the National Education Association to the London Teachers' Association. She described also the work of the American School Peace League, of which she was the secretary. One of the objects of that league was to reform the teaching of history which should deal not so much with military details as with the causes and results of wars. They were forming an International Council on which had already been appointed representatives of ten countries. Great Britain and the United States at the present time were unrepresented, but the only difficulty was the large number of good people available on both sides of the Atlantic. She reminded the audience that next year was the centenary of the last Peace Declaration between the United States of America and Great Britain. One of the articles of the Peace Declaration of 1812 was that each State Power should maintain on the Great Lakes one small warship only. She thought that the 3,000 miles of unguarded borderline between Canada and the United States was a fine practical example to the rest of the world of how to preserve peace. Mr. T. Gautrey, L. C. C., General Secretary of the London Teachers' Association, and a member of the London Education Authority, referred to the work done by the London Teachers' Association in promoting goodwill between nations. Large parties of teachers are sent every year by the Association to Switzerland, France, Germany, Holland and Belgium. This year a special party had been conducted through Denmark, Sweden, Finland and Russia. In Moscow they had been welcomed by a prince, who was himself a President of the Russian Section of the International Peace Movement. It was possible that next year the London Teachers' Association would take a party to the United States. Dr. Garnett, the Educational Adviser to the London Education Committee, spoke on behalf of the educational administration in London, and paid a tribute to the indebtedness of England to the many great men and women educators of America. Miss Kate Stevens, the head teacher, of Montem Street Central Girls' School, Tollington Park, London, n., referred to the kindness with which she had been treated during her recent visit to the United States. Lady Byles, representing the National Peace Council of England, in a very eloquent speech, congratulated Mrs. Fannie Fern Andrews on being a citizen of the United States where there was a golden stream of money for education, peace and progressive movements. She suggested that teachers had more power than any other class to study the dynamics of peace. She hoped that not merely would they change the methods of teaching history, but that there would be a revolution in the teaching of geography, and that they would rub out the frontiers and for many teaching purposes abolish parti-colored maps. Internationalism in the teaching profession was one of the most effective instruments in the cause of peace. (Cheers.) Mr. Carl Health, the Secretary of the National Peace Council, spoke also of the objects of the English School Peace League. During a very pleasant evening Miss Dora Thorpe sang "Come Sing to Me" and "Loch Lomond," and Mr. Harrison Latimer sang "Maire, My Girl" and "Jack Briton," accompanied by Mr. Wm. Bond, B. A., the head teacher of Sherington Road Central Boys' School, Greenwich, London, S. E. The proceedings terminated with the singing of "Auld Lang Syne," led by the Treasurer of the London Teachers' Association, Mr. J. Litt, B. A., the head master of Monnow Road Central Boys' School, Bermondsey, London.

* * *

On the invitation of the officers of the National Conservation Congress whose last convention was held in Kansas City, Mo., September 25, 26, 27, 1911, five delegates were appointed by President Carroll G. Pearse to represent the National Education Association. At that convention the five delegates so appointed united in proposing the following resolutions which were unanimously adopted by the congress in session, as follows:

Resolved: That the children of the United States are recognized as the most precious resource of this nation, and that the Feredal Bureau of Education is the only agency for collecting, publishing and distributing educational information throughout the country. We, therefore, urge that the national appropriation for studying problems involving the welfare of the nation's school children be made comparable in amount with those annually made for studying problems involving the welfare and conservation of the nation's material resources.

Resolved: That in a system of free schools all the children should be trained for good citizenship and for the useful industries; that owing to the rapidly changing and increasing complex social and economic conditions now going on in all sections of the Union, that our public schools should make ample provision for instructing the youth of the land in the more important occupations in which our people are engaged, and that the parents and teachers should counsel together to determine, if possible, what vocation each child is best adapted to pursue.

Resolved: That the Vocational Education Bill now pending in Congress, providing for the training of teachers to give scientific instruction in the elements of agriculture in the rural schools, has our hearty endorsement, and we urge its speedly enactment.

George B. Cook, Arkansas,
E. C. Bishop, Iawo,
E. T. Fairchild, Kansas,
J. M. Greenwood, Missouri,
J. L. McBrien, Nebraska,
Delegates representing the National Education Association.

THE CHILD

There is nothing in all the world so important as children, nothing so interesting. If ever you wish to go in for some form of philanthropy, if ever you wish to be of any real use in the world, do something for children. If ever you yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race salvation, it will be because a little child has led.—David Starr Jordan.

CHANGING CONCEPTIONS OF THE HIGH SCHOOL

By Ellwood P. Cubberley

"Teachers, your presiding officer has said that we hardly know where we are in the matter of high school work and we scarcely know how fast we are going, and I think that is so. In ten years from now we will look back in surprise to find that we have gone so far in administering to the needs of a small percentage of the community. It seems to me that we are in a process of involving the high school from a small and relatively local school into a very large and important affair, and the high school curriculum itself is in a large need of preparing for a somewhat technical line of work into a large and very general curriculum, preparing for all the work for which a man or woman would need such preparation. Our high school started as a small community with Latin and Greek. Latin, Greek and Mathematics formed the backbone of high school education. We gradually added History Science.

Outside of law and outside of ministry, the teaching of a three year's course of mathematics, a one year's course of science, a three year's course of Greek and a four year's course of aLtin, offers practically no method of living and so I think that that course instead of being a liberal course of study, is practically no course of study. But, I think we may look forward to the time when high schools will have some form of manual instruction, and there will be some chance for a boy and girl to do something with hands and fingers and mind at the same time, and when that time comes, we will introduce it along with the regular work.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial

Teachers should attend the great educational gathering at Stockton and Los Angeles, during the holiday season.

* * *

The lawmakers are tinkering at a new law on free text books, and a new State Board of Education. Let the tinkers, tinker. The question will not be settled until we have a national commission of education to provide the local text books, course of study, and give us a national system of certification.

* * *

Lord Roseberry has had the courage to utter the thought that libraries are the cemetery of dead books. School libraries certainly have shelves of dead and useless books. It is to be hoped that the day of the padded supplemental book is past, and that only the books that are informational in character or of standard literary nature will find a place in our schools.

* * *

Legislation in future will deal largely with social problems. The easy way appropriations have been made for melancholy monuments, and war and navy manuevers is of the past. It needs no prophet to predict that in a few years thousands of dollars will be apportioned for establishing a system of social betterment. Sir Francis Galton established a professorship of National Eugenics, and the University of London has asked for an appropriation of $60,000 for a laboratory for experimental purposes.

* * *

Professor E. E. Balcomb, formerly of California, is devoting his time to fruitful work among the boys and girls in the farm life schools in North Carolina.

There is certainly no more important problem before the teachers of North Carolina and other sections than the question of what is practical in an industrial way in our public schools. It is an inquiry that is being most thoroughly canvassed in all parts of the United States. There is no phase of education so much in demand at present as some form of industrial work.

The tremendous progress of the schools in Southern California mark an epoch in educational affairs. The schools are modern in every way—domestic science, manual training, outdoor schools, agriculture and cultural studies are offered to the boys and girls. And a larger percentage of the boys and girls of Southern California than elsewhere in the civilized world are taking advantage of the fine schools.

* * *

The women of California will have to demonstrate in an effective way the right to citizenship. The continued right to vote, will not depend on the men and women elected to office. It will depend upon the ability of women to settle the social problem and bring social justice to a high state of development.

* * *

The present organization of our social and political life based on competition has worked wonders for the material wealth of individuals and corporations where competition could be practically eliminated. Men like Carnegie, who made money on steel, and Rockefeller, who made it on oil, are giving away millions. The following gifts show the tremendous amount these men have given away in the interests of social justice. Carnegie's latest is $25,000,000 to promote knowledge among the people of the United States.

His previous gifts are: Libraries in United States, $50,000,000; Carnegie Institute, Pittsburg, $16,000,000; college professors' pensions, $15,000,000; universities in Scotland, $10,000,000; Carnegie Institute, Washington, $10,000,000; libraries abroad, $10,000,000; hero fund, $5,000,000; Dunfermline endowment, $5,000,000; peace fund, $10,000,000; Hague Peace Temple, $1,750,000; technical schools, Pittsburg, $7,500,000; steel company employees, $5,000,000; small colleges in United States, $18,000,000; miscellaneous in United States, $20,000,000.

Gifts of other philanthropists are: John D. Rockefeller, $118,310,000; Dr. D. K. Pearsons, $6,000,000; Mrs. Russell Sage to Russell Sage Foundation, $10,000,000; J. Pierpont Morgan to Harvard Medical school, $2,000,000.

* * *

Education costs too much. Our educational system, like life in the cities, has become too complex. The taxpayer is yelling for retardation. The salaries of teachers can't be reduced. Teachers do not get sufficient salary at present to meet the demands of modern life. What shall be done? Buildings and equipment have permanent value and we will keep on building. The real fault is not to be found with the schools. The fault lies in the fact that the whole system of competition, which has got us by the throat, is throtting the common people. The teachers must be first to return to the simple life and to cut out the things that cost and are not worth while.

The grammar schools of Santa Clara will give a hot lunch to pupils for from five to ten cents.

A Soliloquy

It was her first school. The last day of the second month was over and she stood in the doorway of the school house, watching the children as they disappeared across the fields or down the road. Then she turned into the room. How strangely quiet it seemed. One by one things were put in order. How quickly a woman's hand and a woman's taste can touch a soiled schoolroom into cleanliness and beauty. Of course it was all very plain and simple, but when she was done it looked and felt so clean, so wholesome and so homelike.

Now she is standing by the window and thinking aloud: "Is it possible that I have passed two months in this remote country district? How different it all seems as I look backward. I dreaded the emptiness, the loneliness of the country life. I have found it quiet and peaceful, but full of interest and joy. I pictured myself amongst coarse, ill-bred children. I find them frank and independent, but genuine and appreciative. How quickly those vague fears which I entertained about living with these strange country folks have given way to confidence and respect. The open fields, the wide skies, the large freedom, the wholesome work with living, growing things—all these help to keep men and women as God made them,—natural, simple and direct in their thoughts and in their life. Of course, I can't blame them for laughing at my huge bits of ignorance on some things most familiar to them. How could they avoid it? I, who had never spent a week outside of the city, attempting to teach boys and girls born and reared upon the farm. How busy I've kept them teaching me. It has all seemed so new and fresh and interesting to me that they have shown delight rather than amusement in removing my ignorance. And here I am receiving pay for the blessed privilege of being instructed in the new field of experience by such a group of specialists.

"But may it not be true that my keen appreciation of this farm life, which some of them think stale and commonplace, will rekindle their interest and love for it? After all it may be sentiment and appreciation that they need more than knowledge. It is barely possible that my new found joy in the country life and work may have more influence upon these boys and girls than the exhortation of those to the 'manor born.' Who knows but that a city girl is of all others the best fitted to help these children to see that while the city contains many good and desirable things it also shuts out many good and desirable things; that there are thousands of people crowded in our cities, looking eagerly, longingly towards the open, free, wholesome life of the country? Who knows but that it is the very best thing for them, as well as for me, that a city girl has come to teach them and to be taught by them? At any rate for my own good and theirs I shall assume that it is so in this case and then do my best to make it so."—F. G. Blair, State Supt. of public Instruction of Illinois, in School News.

Forty-Fifth Annual Meeting, California Teachers' Ass'n.

Program First Annual Meeting California Teachers' Association, Bay Section, Stockton, Tuesday, Wednesday, Thursday and Friday, December 26 to 29, inclusive:

General Sessions

Hotel Stockton, Ball-Room

Tuesday, 5 p. m.

General Association Special Business Meeting, Members only.

Present certificate of membership to Secretary, or assistants, at door.

Call to Order
President Agnes E. Howe

Nominations for President and three Directors of the Association (two to serve three years; one to serve one year).

Naming of Committee on Nominations of Representatives to serve on the California Council of Education

Adjournment

Wednesday, 1:30 p. m.

Auditorium (Masonic Hall)

Music—Song
Mrs. Alline Beckman

President's Address
Agnes E. Howe

Address—Humane Education
Hon. Edward Hyatt
State Supt. Public Instruction, Sacramento

Music

Greeting
Dr. Sarah Louise Arnold
Dean Simmons College, Boston, Mass.

Address—Educational Infanticide
Dr. Guy Potter Benton
President University of Vermont

Friday, 9 a. m.

Auditorium (Masonic Hall)

(Members only; present certificate of membership to Secretary, or assistants, at door)

Business Meeting—Reports of Committees; Consideration of By-Laws; Election Returns

Adjournment.

Council of Education

C. E. Keyes, President - - - Oakland
C. L. Biedenbach, Secretary - Berkeley

Tuesday, 1 p. m.

Ball-Room, Hotel Stockton

Call to Order

Subject for Discussion—The Certification of Teachers

Twenty-minute papers by
Dr. M. E. Dailey, President State Normal School, San Jose
Katherine M. Ball, Supervisor of Drawing, San Francisco
Professor W. Scott Thomas, University of California, Berkeley
P. M. Fisher, Principal Manual Training High School, Oakland

Discussion led by
Supt. Dan H. White, Fairfield
Supt. Jas. B. Davidson, San Rafael
Supt. W. H. Hanlon, Martinez, and
Supt. J. W. Linscott, Santa Cruz

Business—Election of Officers

Adjournment.

Report of Nominating Committee for Representatives to serve on the California Council of Education

Thursday, 1:30 p. m.

Auditorium (Masonic Hall)

(Joint Session with California Country Life Committee)

Music
Stockton High School Orchestra

Address—The Playground Movement
Rev. A. W. Palmer, Oakland

Address—Retardation
Dr. Benton

Address—Problems of Vocational Education
Dr. Arnold

Thursday evening, 7:30 o'clock

Auditorium (Masonic Hall)

Music
Women's Chorus
Stockton High School Orchestra

Address—The Social Aspects of World Peace
Rev. Wm. Rader, D. D., San Francisco

Music

Address—Samuel Adams, Patriot
Dr. Benton

General Notes

The various departments including, Elementary Department, Miss Minnie E. Coulter, President; High School Department, J. C. Templeton, President, Drawing and Art Section, have all arranged excellent programs.

Locations and Directions

All halls for meetings are within easy distance of the Hotel Stockton, corner Weber avenue and Hunter street.

To get to the High School Building, take the California street car to Vine street; the El Dorado street car to Vine street; or the California Traction car on San Joaquin street to Vine street.

Receptions and Banquets

Public reception (informal) by the teachers of Stockton and San Joaquin County to all visiting teachers at the Hotel Stockton Ball-Room, Tuesday evening, beginning at 9 o'clock. Music, Stockton High School Orchestra; vocal solos, Mrs. George Housken; Mr. James Ziegler; violin solo, Mrs. Blanche Morrill. Dancing.

Manual Arts Section, Household Arts Division, Thursday, 12 o'clock, at the Hotel Stockton. Luncheon in honor of Dr. Sarah Louise Arnold. Miss Arnold will speak on the subject, "The Training of a Teacher of Home Economics." For tickets, apply to Miss Jessie N. Paulsell, or Miss Ellen M. Bartlett.

Reception by the Federation of School Women's Clubs, in Ball-Room of the Hotel Stockton, Wednesday, 4:30 p. m.

Banquet following reception, Hotel Stockton, 7:30 p. m.

The San Jose Normal Men's Club will hold its annual banquet at the Hotel Stockton, at 6 p. m. Wednesday. Members are requested to invite their men friends. Make your reservations with Willis Cline, President, 349 N. 14th street, San Jose.

Agricultural Teachers' Banquet

Thursday, 5:30 p. m., Hotel Stockton.

All teachers of Agriculture in high schools and grammar schools and principals and others interested in the subject are invited to attend. Following the dinner, certain matters of interest will be presented and steps will be taken to organize the Bay Section of the Southwestern Order of the American Association for the Advancement of Agricultural Teaching. $1.00 per plate. For further information, address W. G. Hummel, Permanent Secretary, College of Agriculture, Berkeley.

HYATT FOR OUTDOOR SCHOOLS

Outdoor schools for California will be urged by Superintendent of Public Instruction Edward Hyatt, who has just returned from the East where he attended a meeting of the National Educational Association. He spent considerable time in ascertaining what the open air schools of Chicago and Cleveland were accomplishing.

"I shall do my utmost to have these outdoor schools established in this State," says Hyatt.

"Not only has a wonderful improvement in the health of the pupils and teachers been noted wherever this idea is carried out in the East, but it has been found that much more can be accomplished within a given time because the faculties remain so much more clear in the open air.

"If they can do that in their rigorous climate, we ought to be able out here in a milder zone.

"It will make our boys and girls stronger and healthier and better equip them for the later duties of citizenship. There are many dangers in cooping children up in closed rooms, and I am fully convinced that the general health tone of the State can be greatly improved through the open air system of education."

Superintendent Hyatt states that he will immediately begin the preparation of a bulletin, embodying facts and figures and submitting what has thus far been done where the plan has been tested, which he will send broadcast throughout the State, urging the establishment of open air schools. The innovation will also be advanced in institute lectures.—Sacramento Star.

The Yerba Buena School Women's Club of San Francisco elected the following officers at its last meeting: President, Mrs. M. L. O'Neal; vice-presidents, Mrs. Kate Brogan, Miss Helen Bristol; secretary, Miss E. B. McFadden; treasurer, Miss Sarah J. Jones; board of directors, Miss R. Thompson, Miss Sarah Hobe, Miss Lew Ball and Miss Anna Wiebalk.

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In accordance with announcement made some weeks ago, the Southern Pacific Company, on Tuesday last, re-inaugurated its famous "Sunset Limited" service between San Francisco, Los Angeles and New Orleans, giving the State of California one more splendid train de luxe to connect it with the East. The "Sunset Limited," which represents the very highest type of latter day railroad construction, will leave San Francisco every Tuesday and Friday, arriving at the southern metropolis the following Friday or Monday, as the case may be. Coming westward the train will leave New Orleans every Monday and Thursday, arriving in San Francisco on Thursdays and Sunday. The running time between the two cities is thus shortened twenty-four hours—or one full day.

Every luxury which the human brain could devise for the comfort, enjoyment and safety of transcontinental railway passengers has been employed in the contruction, equipment and proposed operation of the "Sunset Limited." For the busy man there are stenographers, valets, barbers, telephones, special mail boxes, daily stock reports and the like; for the ladies there are maids, manicures, hair-dressers, electric fans, writing rooms and an elaborate array of current magazines, popular fiction, etc.; while for everyone there are the diners, the observation cars, the shower baths, electric lights, buffet and a hundred other large and small conveniences. "Sunset Limited" is a train de luxe in every particular.

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The California Country Life Committee

The California Country Life Committee issues this invitation for delegates to a Country Life Conference to be held in joint session with the California Teachers' Convention, Bay Section, at Stockton, California, December 28 and 29, 1911. Special Topics, "Agriculture in the Rural Schools and Conservation."

The Rural Education Conference at the University Farm, October 14, 1911, was attended by nearly one hundred delegates representing Granges, Farmers' Unions, Chambers of Commerce, Rural Schools, and County Superintendents. It was a live gathering and full of inspiration to those interested in the improvement of rural schools. Two plans were presented for the redirection of rural schools and elicited much discussion. They were referred to the Country Life Committee to be harmonized and adopted as the sentiment of the Conference. Soon after the Davis Conference, the Committee received a cordial invitation to hold a joint session with the Bay Section of the California Teachers' Association, which has its annual meeting at Stockton, December 26 to 29, 1911. The Chairman has accepted the invitation on behalf of the Committee and a joint program has been arranged for December 28 and 29. The Committee, therefore, takes this opportunity to resubmit the resolutions which were referred to it at Davis, and they will form the basis of the Round Table Conference to be held in the Auditorium, Stockton, Friday afternoon, December 29.

Briefly, the program to which the Country Life Committee especially invites delegates is as follows:

Thursday, December 28—9:30 a. m. Joint session with Nature-study and Elementary Agriculture Section.

Addresses by: G. H. McCollum, Superintendent, Cleveland Home Gardening Association; H. W. Wrightson, President, Farmers' Educational and Co-operative Union; W. G. Hummel, Instructor in Agricultural Education, University of California; Frank V. Cornish, of the Commonwealth Club, San Francisco.

2 p. m. General Session of California Teachers' Association. Addresses by Dr. Benton, President, University of Vermont; Miss Sarah Arnold, Simmons College, Boston, on "Problems of Vocational Education."

8 p. m. General Session of California Teachers' Association. Addresses by Dr. Benton and by Dr. Rader, of San Francisco, on "The Peace Movement."

Friday, December 29—9:30 a. m. Conference on Conservation, with addresses by ex-Governor George C. Pardee; Dr. C. B. Lipman, University of California; Mr. Frank V. Cornish, of San Francisco.

2 p. m. Round Table Conference on the subject of "State Aid for Agriculture, Home Economics, and Farm Mechanics." At this time the resolutions from the Davis Conference will be presented.

The Country Life Committee hopes that this invitation may meet an even more hearty response than the invitation for the University Farm Conference. The Stockton conference offers an unusual opportunity for all who hope for better work in our schools to meet and mingle with teachers of both city and county. The Bay Section of the C. T. A. has 3000 members and most of them will be there. All those who are teaching agriculture in central California and some from other parts will be there. Then let hundreds of farmers and other school patrons come to get better acquainted with the teachers. While the Committee urges the appointment of delegates, it should be made clear that every one is welcome and the larger the attendance the better will be the Conference.

The city of Stockton has ample and reasonable hotel accomodations. During the conference the Committee headquarters will be at Hotel Stockton. Names of delegates with alternates should be sent as soon as possible to the secretary, Leroy Anderson, College of Agriculture, Berkeley.

W. A. Beard, Chairman.
Leroy Anderson, Secretary

Berkeley, Cal., November 24, 1911.

HOW TO OPEN A BOOK

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"Here's the book I sought for so."
—Julius Caesar, Act 4, Scene 3.

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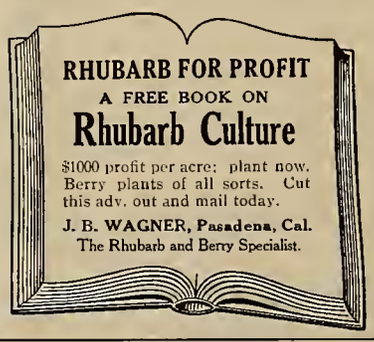

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A COMPLIMENT TO SAN FRANCISCO

Kate Stevens of London, England, one of the principal speakers of the N. E. A., writes of her visit to San Francisco in The Finnsbury and City Teachers' Journal. In closing she writes:

"It is difficult to single out any one individual, where so many showed kindness and attention, but I should like to mention Mr. James Ferguson, head master of the Boys' Technical School, in whose official care I was placed. No one could possibly have given more help or courteous attention. Mr. Ferguson said he was thus glad to have the opportunity of reciprocating attentions paid to him during a visit which he had paid to England the previous year. I trust that these words may meet the eye of some person who then showed attention to the gentleman in question, so that they may know how thoroughly their kindness was appreciated, and how much I, indirectly, am indebted to him. Such episodes are delightful, as one travels outside one's own land, and they greatly help to bind more closely together the links of international goodwill and friendship.

"I must not omit also to say that personally I have received like kindness and attention, in all the various parts of the States which I have visited, and owe much to individual, collective, and official kindness.

"I will close this short account by a quotation from a poem by James Henry McLafferty regarding San Francisco, entitled, "Arisen":

"Arisen! Arisen! Triumphant o'er fate,
Thy splendor renewed at the sea's Golden Gate.
Hail, brave San Francisco, thou bravest and best,
March on to thy glory in front of the West.
We wept at thy sorow, and ever we pray,
God guide thee tomorrow, God bless thee today."

* * *

Superintendent John H. Francis of the Los Angeles city schools was indignant recently over the speech which Senator John D. Works delivered at a mass meeting held in Chicago, in which severe criticisms of Los Angeles school methods were made. Senator Works, it is reported, charged that in the Los Angeles schools physical examinations of students were not properly conducted and were made without the consent or knowledge of the mothers of the children. In addition to this, the Senator alleged, the examinations were often conducted by incompetents and were, therefore, productive of results practically valueless.

This sweeping criticism, which was made in the course of an address to a meeting held under the auspices of the Illinois branch of the National League of Medical Freedom, was bitterly resented not only by Mr. Francis, but by the entire local Board of Education. An air of suppressed excitement hung about the offices of the Board all day, until finally the superintendent, who had not even come forth for lunch, emerged with the following reply to the attack of Senator Works:

"Senator Works' attack on the public schools of Los Angeles, made in his Chicago speech, yesterday, telegraphed throughout the country, reminds me of a man I once knew who, when he wished to criticise any one, always resorted to the telephone. He declared he could do it with so much more courage over the 'phone.

"Senator Works made his statement without investigation, and was influenced by strong prejudices. Until he is willing to make a thorough and fair investigation of the situation, he should not criticize his city away from home, and attempt to discredit her public school system. The controversy that has been carried on concerning physical examination in the public schools is apt to degenerate into an unprofitable brawl."—Los Angeles Examiner.

Western School News

MEETINGS

The California Teachers' Association, Agnes Howe, San Jose, Cal., President; A. J. Cloud, San Francisco, Cal., Secretary. Meeting Stockton 26th, 27th, 28th, 29.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Redding, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. H. Francis, President, Los Angeles; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; James A. Barr, Stockton, Cal., Secretary.

Mrs. M. G. Hyatt, Deputy Superintendent of Public Instruction, conducted the county institute in Imperial County December 6, 7 and 8.

* * *

A. H. Chamberlain, the editor of the Sierra Educational News (why not change its name?) was the principal speaker at the Eastern Oregon Teachers' Association held November 27, 28 and 29, at Baker, Oregon. Professor Chamberlain will locate in Berkeley or San Francisco permanently.

* * *

F. M. Lane, who has always led in the forward movements for the betterment of the schools of Fresno city and county, has organized a union club of parents and teachers.

* * *

A. H. Adrian, the well know lecturer and educator, criticized American histories at the Sacramento teachers' institute, and gave a view of the revolution from a new angle, and in turn was severely criticized by teachers and press. The critics do not question the truth of what he said, the appalling fact is that he dared question the heroic action of our forefathers.

* * *

Margaret A. Haley, who conducted a "salary raising" campaign for the teachers in the public schools in Illinois, and was instrumental in organizing the Teachers' Federation in that State, will conduct meetings of school teachers and women of Los Angeles under the auspices of the Woman's Municipal League. Her subject will be, "The Story of the Chicago Teachers' Tax Fight." Miss Haley conducted this campaign for the Chicago Teachers' Federation.

* * *

Mrs. L. D. Lawhead of Yolo presided as toastmistress at a banquet given by the School Women's Club of Woodland on November 27. Miss Agnes Howe responded to the toast, "What Magazines and Books Should a Teacher Read?" Miss Louise Mayne, of Winters, spoke on the justice of allowing teachers who attend the convention of the State Teachers' Association salary while doing so; Miss Lillie L. Laugenour responded to an invitation to speak on "Schools and Their Belongings, Their Profit and Interest to the Community;" and Mrs. May E. Henshall spoke briefly on "What Supervision of Rural Schools Has Accomplished." This morning D. R. Jones, of the State Normal School, discussed methods of teaching primary arithmetic. Charles G. Davis gave his experience with "The Secondary

Hobart Heiken, County Superintendent of Schools of Sutter County, on November 22 was out hunting ducks in the tule when his boat capsized and he was thrown into the cold water. He had to remain in the water for an hour before help reached him, and was nearly frozen.

* * *

Morris E. Dailey, of San Jose, Cal., Lewis B. Avery, of San Jose, and Will C. Wood appeared before the Senate Committee in behalf of free text books and local adoptions. Senator Caminetti grilled them severely, particularly President Dailey. The Senator had the right angle on Morris all right.

* * *

Superintendent Francis has recommended a truant school for girls. He says:

"We shall no doubt round up girls who are chronic patrons of the moving picture shows, to the exclusion of their studies, and others who are starting at an early age in dangerous paths, and by giving them special training we hope to bring them back into normal channels and to rob the juvenile court of many of its wards.

"If the people of Los Angeles generally knew that the special schools of Los Angeles are saving the city, county and State not less than $200,000 a year, they would realize the vast importance of this work. Educators in other cities throughout the country are realizing it, however, and we are being bombarded for requests and details to the operation and results of our system."

* * *

Jackson, Cal., Ledger, Dec. 8—The Jackson joint union high school in need of a suitable instructor; inquiry is being made for same. Must be a male.

Later—J. B. Sanders has been elected.

* * *

Gilbert Random, formerly of the Sacramento high school, is taking an interest in establishing a new Polytechnic school, and is very severe in his criticism of the high school as conducted by H. O. Williams.

* * *

In conformity to authorization by the county superintendent of schools, arrangements are being made for the paying of the Los Angeles city school teachers at the offices of the Board of Education. The 1800 school teachers will receive more than $157,000 in warrants that will be practically certified checks, and will be negotiable at the banks or at the county treasurer's office without any needless trips from one county office to another, as in the past.

* * *

The Mexican Government under Madero is making special study of the public school system. The superintendent of public instruction in Mexico has written to Will C. Wood of Alameda for his course of study, and for the index card system used so successfully in Alameda by Superintendent Wood.

The Kern County High School Board has just completed a new manual arts building which is a model of its kind.

* * *

The beautiful new Visitacion Valley school, San Francisco, was dedicated on Sunday, December 16. Mrs. Iredale, the principal, arranged an excellent program. Among the speakers were Superintendent Roncovieri, F. J. Kelly of the Improvement Club, and Colonel James E. Power. The address of Mr. Power called special attention to the magnificent buildings San Francisco has provided for its schools, and said in part:

"For efficiency, the teachers of San Francisco lead the world, and when the last of the school buildings provided for in the bond issue have been erected , this city, in educational equipment and instruction, will surpass all the cities of the world."

Mrs. M. J. Parolini, a former principal of the school, who was to be a guest of honor, was unfortunately ill at St. Luke's Hospital.

* * *

The school bonds for a new high school building at Venice were defeated at an election held December 1st.

* * *

A. H. Chamberlain, the author, lecturer, story teller, and teacher, has been honored as the principal speaker in the convention of Eastern Oregon Teachers. The teachers of Eastern Oregon hold interesting meetings. They are wide awake with professional spirit and enthusiasm.

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Book Notes

The new Riverside Readers now being published by Houghton Mifflin Company, although costing no more than other readers, are as handsomely illustrated and as strongly and attractively made as any expensive general publication. Both children and teachers who are permitted to use these books are to be congratulated; not only will they make the teaching of reading easy because of the embodiment of the best practice of the best teachers in the best schools, but they are so interesting and instructive both in content and in appearance that the use of them will bring much pleasure into the school routine. The editors are J. H. Van Sickle, recently elected Superintendent of Schools in Springfield, Mass., Wilhelmina Seegmiller, Director of Art in the Indianapolis Public Schools, and Frances Jenkins, Supervisor of Elementary Grades, Decatur, Illinois.

* * *

"Art Song Cycles," by W. Otto Miessner, supervisor of Music, Oak Park, Ilinois, and Florence C. Fox. Music and Imagination—how many wonderful pleasures they can give us! Here in "Art Song Cycles" the two go hand in hand for these songs interpret the child's own world to him,—express for him the delicate fancies and the quaint "make-believes" which are his chief joy in life. At the same time they teach him melodies of exquisite beauty which reveal to him the power of music to picture a mood and to express the joy of nature.

Some of us who are grown-up have forgotten that "fuzzy, wuzzy bumblebees" are big bold robbers, that the fireflies are lantern bearers to the fairies and that it is the mission of Granddaddy Longlegs to point the way the cows have gone, but children know these things and many more just as wonderful.

It was his sympathy with the dear, funny ideas of childhood and his conviction that our school children needed music of an artistic character that led Mr. Miessner to write these songs. In the various cycles, such as the Cycle of the Senses,—Touching, Seeing, Tasting, etc., the Cycle of Insects,—Mr. Bumblebee, Katydid, Honey Bee, Brownie Firefly, etc., and the Cycle of Foreign Lands, each song has a distinctive atmosphere and in each there is a delightful imitative quality that children love.

Alexander Heineman says of these songs: "I consider them very beautiful. They abound in flowing melody and pricking rhythms, the accompaniments are realistic and descriptive. I prophesy for them a brilliant and early success." Book One, 56 pages, 25 cents; Book Two, 56 pages, 25 cents. Silver, Burdett & Company, Publishers.

* * *

Of the many interesting books lately written for children, "The Story of Cotton and the Development of the Cotton States," by E. C. Brooks of Trinity College, Durham, North Carolina, is one of the foremost. Written by a man born under the old regime in the South, but full of the spirit of the new, the book reflects familiarity with cotton from every point of view, and with every phase of life in the South as related to cotton. Published by Rand, McNally & Co., Chicago, Ill. Price, 75 cents.

* * *

"Practical Methods in Arithmetic" by John H. Walsh. Associate Superintendent of Schools, City of New York. D. C. Heath & Co., publishers. Price, $1.25. This is a practical guide for the teaching of arithmetic from the first to the eighth school year. It is simple and definite, and can be used with advantage by the inexperienced teacher. It contains so much that is original and scientific in its pedagogy that it will prove valuable to teachers of experience, to superintendents, and to all interested in modern course of study in arithmetic. Mr. Walsh's plan includes a careful treatment of all the topics found in the ordinary text-books; yet he advises the omission of many and the limitation of the details of others, in order to avoid the tendency to overload the elementary grades. He believes that, while a child is benefited by work up to the limit of his capacity, he is prevented from learning essential things by attempts to give him tasks beyond his ability to perform. The book abounds in practical suggestions that will aid the teacher in adapting the work to the capacity of her class.

* * *

"Fundamental Facts for the Teacher" by Elmer Burritt Bryan, L. L. D., President of Colgate University. Silver, Burdett & Company, publishers. This is an excellent book. The various chapters of models and ideals, play and character in many of its phases as related to life. This is the best of all recent books on the subject of education and deserves a place in every teacher's library.

* * *

"Shirley's Two-Part Songs for Intermediate Grades" by John B. Shirley, Supervisor of Music, Upper Troy, New York. American Book Co., publishers. Price, 25 cents. A book of simple songs for two unchanged voices, intended for sight reading by pupils beginning with the third grade. Both music and words have been selected from a wide variety of authorship. The music is bright and entertaining, and serves as an excellent means for the cultivation of two-part singing through actual sight reading.

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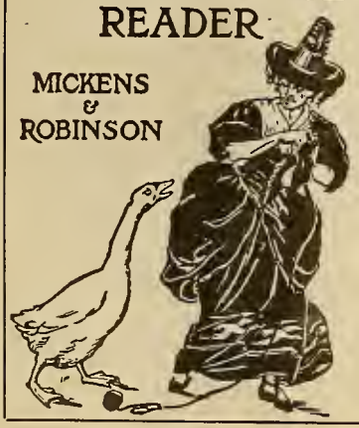
The Best Possible Supplementary Primary Readers

In Fableland

By EMMA SERL

A New and Fascinating Supplementary Reader for the Second Grade

It isn't often we can send you a text book that will make you laugh. But when you open "IN FABLELAND" and see Reynard bowing to welcome you, we think you'll smile—just a little. Bunny and Leo on the next page may make that smile a little broader. And when you've finished the first story, you'll laugh! Pretty good for a school book! Now, a book that amuses us "grown ups" in this fashion ought to be remarkably appealing to children of the second grade. We're of the opinion that every teacher's lips will twitch when she sees the picture of Mrs. Crane looking for the bone in Lobo's throat. And as for the Superintendents, they're bound to like it. Anyway, we're pretty sure that this is the best supplementary reader for the second grade we have ever published. Price, Forty-five Cents.



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By MICKENS & ROBINSON

IF YOU REMEMBER how you used to like to read about Simple Simon and Daffydowndilly and all the rest of the queer Mother Goose people, you will be glad to introduce them in these pretty new dresses to the children in your first grade. Never has Mother Goose been made more appealing. Each rhyme is interpreted by a charming line drawing and is followed by a short reading lesson about the story. These illustrations—quaint, refreshingly simple and artistic—are interpretative of the child's point of view; they stimulate his imagination and delicately pleased his naive sense of humor. The careful grading of the book and its well-selected vocabulary make it ideal for children who have finished a primer.....Price, Thirty-six Cents.

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Power's Graded Speller

The Best of All Methods---Old and New

BY ALICE ROSE POWER
Of the Edison School, San Francisco, Cal.

This book stands the test of use. It has been adopted for use in Philadelphia and other points in Pennsylvania. It is used in Missouri, New Jersey, California and other States of the Union. Endorsed by Kate Kennedy Club of San Francisco. Adopted for desk use by the San Francisco Board of Education.

Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

J. B. Lippincott Company, Philadelphia

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WESTERN JOURNAL OF EDUCATION

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

For Women Voters

Miss M. Fay Coughlin of San Francisco has published a little book containing the things women voters ought to know. Incidentally, men voters ought to know these things, too. It is really a fine little text book on the civil government of California, very simple, brief and direct. Miss Coughlin printed 2,000 at her own expense and is selling them at 35 cents each, and if they are all sold she will come out even. Her address is Victoria Hotel, San Francisco and the postage is 3 cents extra.

* * *

State Teachers' Association

I very much enjoyed the State Association at Stockton during the last week of December. It was an excellent meeting, to my notion, one of the best I have seen. The crowd was not so large as to be unmanagable, as it often is when many of the county institutes are called at the same place. It was a large audience, however, and it was composed of those who really wanted to come of their own accord and without compulsion. The leaders of the State were there. The sections and round tables and departments were earnest and eager. It was a real educational convention, and the chances are that it made a deeper impress upon the life of the State than could be made by a monstrous, unorganized mob. We must remember that there are going to be so many of us that we are likely to get schools, universities and teachers gatherings too large to be serviceable. It is possible to get a crowd so large that they cannot all hear one voice, cannot all keep warm, cannot all get seats.

* * *

The President

The president of the Association this year was Miss Agnes Howe, the teacher of history at the San Jose State Normal School. This was the first time a woman presided over the California Association, and there were those who came to scoff but remained to pray—for she handled the job all right and made a model presiding officer. Her introductory talk was witty and wise and full of common sense. It should be printed and sent to all the State in some wise.

This Miss Howe has a most interesting personality. She has taught school for many years, country schools, city schools, normal schools and every other kind of schools. She is practical, direct, sensible, and she always has the courage of her convictions. Her audience was very much convulsed when she improved the occasion by giving an unexpected solar plexus jolt to the pedagogs who were teaching the boys to avoid the use of tobacco and at the same time worshipping My Lady Nicotine, in pipe or cigar or cigarette.

* * *

Primary Reading

Professor Smith is the principal of the Huntington Beach high school, in Orange county. He has been there two years with a large salary and has saved up a million dollars, or some such matter. Among the other luxuries that he has indulged in is a nice new automobile, right up to date.

Mr. Smith also has a little girl, who is in the first grade. The other day her dear teacher was trying to teach the sound of "ch" in the newest fangled way. Said she, "Now, children, what does the automobile say? Doesn't it say 'choo-choo-choo-choo'?"

The children gazed at the teacher in speechless admiration—all but Smith's little girl. "Why, no," she said. "My papa's automobile goes 'm-m-m-m-m'!"

Tableau.

* * *

I strive to keep me in the sun;
I pick no quarrel with the years,
Nor with the fates—not even the one
That holds the shears.

I take occasion by the hand;
I'm not too nice 'twixt weed and flower;
I do not stay to understand;
I take mine hour.

The time is short enough at best.
I push right onward while I may.
I open to the winds my breast,
And walk the way.

A kind heart greets me here and there;
I hide from it my doubts and fears;
I trudge, and say the path is fair
Along the years.

The above is reprinted from a card sent to the editor with the compliments of the season by Carroll G. Pearse, President of the N. E. A., Milwaukee.

Not Too Seriously

Dear friends, don't fret or fuss over your children, don't scold them, don't threaten them, don't yell attention, don't stamp your feet at them, don't worry yourselves into frenzies over them.

It isn't worth while. There's nothing in it. We mustn't take ourselves too seriously. The whole world does not rest on our shoulders. We can't do everything that is to be done. Maybe you are trying to teach something years too soon for those youngsters. The seasons must roll round, the sun must rise, the moon must set, the rain must come, the winds must blow—the children must live, they must grow, they must have time, time, time to develop.

Really, about all we can do is to give them a good atmosphere, give them a fair chance to absorb a few educational juices as their systems need them, and make them happy! It is better for them to be interested and alert when they leave you than it is for them to pass the examinations.

Don't fuss.

* * *

A Flag Code

I am indebted to Comrade Geo. W. Wilcox of the G. A. R. for the following flag code, which will be of interest and value to all schools, for all schools have flags:

Flag Code of the United States Army, Adapted to School Purposes

1 In raising or lowering our National Emblem, it must not be allowed to touch the ground.

2 It must be raised before the opening of school, and lowered soon after its close each day.

3 On Memorial Day it must be raised to half-mast, where it remains till noon, then it must go to top staff till evening.

4 It must never be allowed to remain up after sundown.

5 The blue field, or Union Jack, must always be at the top, otherwise it is a signal of distress.

6 A valuable flag is not expected to remain up during a storm.

To leave the flag up all night indicates that the place over which it floats is besieged by its enemies.

In raising the flag to half-mast, it must first go to top mast, and then be dropped to half-mast.

At 'half-mast' means only about the width of the flag below its usual place on the staff.

* * *

For the Geography Class

Sixty-five per cent of the people of California live in cities. We have in all 125

cities. Three of these are over 100,000 in population. Five have from 25,000 to 50,000; thirteen from 10,000 to 25,000; ten from 5,000 to 10,000; thirty-four from 2,500 to 5,000; and sixty less than 2,500.

The total population of the State is two and one-third millions, or about the same as the city of Chicago. It has increased 60 per cent in the last ten years. The above figures are from the report of the last census.

Free Text Books

Change in State Board of Education as proposed by Assembly Constitutional Amendment No. 3. Following is an exact copy of this amendment:

Amended in Senate December 16, 1911. Assembly Constitutional Amendment No. 3. Proposed by Messrs. Smith, Telfer, Williams and Beckett, November 29, 1911. Referred to Committee on Constitutional Amendments.

A Resolution to Propose to the People of the State of California an Amendment to the Constitution of the State by Amending Section 7 of Article IX thereof, Relating to Boards of Education, Free Text-Books, and Minimum Use of Such Text-Books.

Resolved by the assembly, the senate concurring, that the legislature of the State of California, at its extraordinary session, commencing on the twenty-seventh day of November, 1911, two-thirds of all the members elected to each of the two houses of said legislature voting in favor thereof, hereby proposes to the people of the State of California that section 7 of article IX of the constitution of the State of California be amended so as to read as follows:

Section 7. * **(The legislature shall provide for the appointment or election of a state board of education, and said board shall provide)**, compile, or cause to be compiled, and adopt, a uniform series of text-books for use in the **(day and evening) elementary** schools throughout the state. The state board may cause such text-books, when adopted, to be printed and published by the superintendent of state printing, at the state printing office; **and wherever and however such text-books may be printed and published, they shall be furnished and distributed by the state free of cost or any charge whatever, to all children attending the (day and evening) elementary schools of the state, under such conditions as the legislature shall prescribe.** The text-books, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever which will require or necessitate the furnishing of new books to such pupils, and said state board shall perform such other duties as may be prescribed by law. The legislature shall provide for a board of education in each county in the state. The county superintendents and the county boards of education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions.

*1Black face type indicates changes.

Methods of Distribution and Ownership

Under this amendment the Legislature may provide that the book is to be given to the child and he is to be the owner or it may provide that the books shall remain the property of the State and to be given out as used and returned. The first plan would avoid any possible distribution of diseases but would be more expensive at least for the first year. If the amendment carries the Legislature of 1913 will have the settling of the question.

Estimate of Possible Cost for First Year

No man can form a definite estimate of the cost of free text-books for the reason that he cannot know what plan will be followed nor can he know how many books will be called for by the children in the schools nor how many books that the children now have will be used.

The estimate given below is based on the average cost of the text-books called for in the course of study of Alameda, Fresno, Mendocino and San Bernardino counties. These counties were selected for the reason that they represent both the city and the country schools, and should be representative counties.

Grade	No of Pupils in Each Grade in the State	Average Cost per Grade	Total Cost per Grade
First	69,964	$ .34	$ 23,787.76
Second	43,357	.68	29,482.76
Third	43,263	1.47	63,596.61
Fourth	41,046	2.20	90,301.20
Fifth	38,730	2.45	94,888.50
Sixth	36,363	3.21	116,725.23
Seventh	33,053	3.07	101,472.71
Eighth	28,879	2.88	83,171.52
Total	334,655		$603,426.29

This estimate is a maximum cost barring increase in the enrollment, for it supposes that no child has a book and that every child now in the schools will call for a text-book the moment they are given free.

The following estimate will give each pupil in the grades of the schools of the counties as averaged in the counties mentioned the book once and then he is to continue the book till it goes out of use. For instance, the Introductory Geography is used in three grades in some of the counties. The pupil will receive the book and continue the use of it till the Advanced Book is called for. This is the minimum cost for the first year. The real cost is somewhere between the two estimates for many of the children will use the books they have at present.

Grade	No. Pupils Enrolled in all the Elementary Schools	Average Cost per Grade	Total Cost per Grade
First	69,964	$ .34	$ 23,787.76
Second	43,357	.67	29,049.19
Third	43,263	1.015	43,911.94
Fourth	41,046	1.21	49,665.66
Fifth	38,730	1.105	42,896.65
Sixth	36,363	2.82	102,543.66
Seventh	33,053	.76	25,120.28
Eighth	28,879	.20	5,775.80
Total	334,655		$322,750,94

It will be noticed that in each instance the Sixth Grade is the costly grade for the pupils, as in most counties the books are bought in this grade to continue through the Sixth, Seventh and Eighth.

The total assessed valuation of all property in the State is $2,599,916,690. A tax of one cent on each one hundred dollars' valuation will produce $259,991.66. To produce the amount of money estimated as the cost for supplying all of the children with the books or $603,426.29 would require a tax of about $.025 and to produce the amount necessary for the second estimate would require a tax of about $.0124.

After the books are in the hands of the pupils and the system is inaugurated the continuing of the plan ought to cost but little more than at present.

Average Cost of Books for Past Four Years

The average cost of State text-books for the past four years, that is, the total sales of books for the past four years through the State Superintendent's office, divided by the total enrollment in the elementary schools for the years given, is as follows:

Year	Average Cost
1907-1908	.72 cents
1908-1909	.54 cents
1909-1910	.68 cents
1910-1911	.70 cents

This average may seem low but when one considers that the cost per pupil in the first and second grades where the enrollment is greatest is very low, the reason for the cost being low is apparent. Then many of the books are passed to the grade below. This cost is to the pupil as the allowance for postage has been made.

The above estimates are given with the hope of assisting those who are writing for information concerning cost of free text-books. The estimate was given the members of the Legislature who asked for the same.

Very truly,
JOB WOOD JR.

McLaughlin Tells of School Attendance

At a recent meeting of the principals of the public schools of San Francisco John P. McLaughlin, state labor commissioner, told of many children working in factories and canneries who should be in school. An examination, he said, of each child found in factories and canneries, had through his deputies been made as to working permits and as a result 12,214 more pupils were enrolled in the schools during 1911 than during the preceding year. He gave notice that hereafter no working permits will be issued to pupils who have not completed at least the fifth year of schooling.

The Horse in Winter

The Connecticut Humane Society has issued a circular on the treatment of the horse in winter, which contains many pertinent suggestions, the following among others:

Warm the bits a little on freezing mornings.

Take the chill off the water he drinks.

Be careful about exposing him when overheated.

Blanket him when he stands in the cold.

Have his shoes sharpened when the streets are slippery.

Take on risks of injury to him in skating over the asphalt.

Attempt no hard pulls up steep or slippery inclines.

Rub him down when he comes in wet.

Feed carefully and well during the winter.

Blanket and bed him sufficiently on cold night.—Suburban Life.

Our Educational Problem

By C. E. Hughes, City Superintendent of Eureka

From the very limited field of teaching a few rudiments the demands have grown with each new invention, each new social condition and every phase of our growing complicated national life; so that we find the conception of the function of the school rapidly changing, and the schools themselves either conforming and re-adjusting themselves to the changes, thus becoming of great social service to their community, or we find them statically falling behind and conservatively losing in efficiency. Often in the feverish efforts to conform they are accused of reaching too far and of harboring fads, but the so-called fad is usually an effort at re-adjustment to the demands of the times. He who wants a change or has discovered an Utopia, or a Panacea, looks to the schools for the propogation of his plans. What discrimination, what a weeding out, what trials are necessary to keep in the straight road and hold the confidence of all the people. The differences between poverty and wealth; religion and non-belief; good and bad; industrial and professional life, each and all stamping their impressions upon it and often fighting for mastery and control, make a definite unwavering aim and extremely difficult task. The schools demand the confidence of its friends, it demands leaders of strength and great purpose, with deep knowledge of the failures of the past ,discrimination between the good and bad of the present, and a clear insight into the future. Old roads must be left, the experience of traveling only remaining and new roads must be made over dangerous grounds.

The Present Problem

Our problem then is to accept the task that the new order of things has imposed upon us; to accept the place of meeting ground for the people of the nation; to do what the modern home fails to do; to perform the duty which the church, through lack of unity, can not fulfill; to give all at least a rudimentary training; to make efficient citizens out of our own, and amalgamate the best and worst of foreign immigration in order that our republican form of government based on equality may be preserved; to make clean able-bodied men and women; to feed the industries with efficient leaders and workmen; to open the gates of science in order that productivity may increase and to teach the value of well earned leisure and how to properly enjoy it. It is the problem of giving a just return for the confidence of the people and the stupendous expense they are willing to bear.

It is a function of social service which the schools must perform. Much must be thrown back on the family through closer relation between the school and the home, and much must be thrown back on the church, through greater confidence, less conservatism and a better understanding of the fields of each. The rest the schools must prepare themselves to meet. * * *

The effected function of the elementary schools, at least to the sixth year, is to teach the rudiments of knowledge—to equip them with the tools of education. But we must give these as early as the age and mental development of the pupil will allow, for our more important work is to put the child in touch with life—we must train him to do—the family has lost that art. Those who have the care of health conditions look to us to instruct the pupil in the care of the body and to give him a knowledge of sanitation. We are expected in these formative years to nurture morality. We must cultivate the taste for sane enjoyment and children's reading, and we must make play a part of our instruction. In the larger cities the expensive school plan must not be idle, in fact, they can not afford to be so anywhere. They must be opened for summer sessions, in order that the schools may save from the streets and alleys and remain an influence for good for those pupils who can not afford to go to the fields and woods, and who otherwise would be thrown among the pernicious influences of the cities' highways and byways.

The high school must change. New demands are crowding from every angle. It is no longer a university appendage. It must truly be the peoples' college. Law does not compel attendance, so we must offer courses that not only attract but hold the student. We must make the community understand that the high school is for the pupils, not the pupils for the school. Academic perfection is the least of its values. The cultural value of dead languages is of little worth. Mental gymnastics do not make efficient men and women. Formal training has been somewhat exploded by psychology and modern theories of training. Culture without the sane common sense of doing is often a detriment rather than a help. There is place for subjects in any training that can not be applied to living. We must open the way to professional life; but our greater duty, because of the greater number involved, if we are to fulfill our most complete service, is to train for active participation in society and lead the way to the earning of a contented, honest livelihood.

It is the birthright of every boy and girl to have at least a high school training. To those who go further, the university requirements for entrance are the guide, and practically fixes the courses and subjects to be pursued; for the others, we must be prepared to give each one the subjects which will best fit him for the walk in life he expects to follow.

Supt. Geo. Underwood of Humboldt County published a vigorous article in the Eureka Times of January 12th against the evils of county examination, and claims that the examinations for diplomas are partial, superficial and lop-sided.

* * *

Supt. J. H. Francis has inaugurated a series of walking excursions. He believes the children will learn more in walking than from text books.

* * *

The graduating exercises of the Chico State Normal School were especially noticeable this term on account of the fine musical program rendered.

Trustees' Conventions

Mark Keppel, Superintendent of Los Angeles County Schools

The law passed by the legislature last year providing for an annual meeting of school trustees has proven its worth in nearly every county in the State The action taken by trustees' conventions, wherever these have been held, has been distinctly a forward step in school administration. Especially has the value of these meetings been emphasized to county superintendents of schools because these meetings have brought to the business side of the office the point of view of the business men who represent the various school boards.

A notable forward step was that taken by the convention in Contra Costa county, where it was decided to arrange a definite line of procedure whereby all school districts might secure their supplies at a reasonable price, and might deal with a firm so that there could be no question as to the reliability of the firm, or as to the replacing of inferior goods.

Another notable step forward was that taken by the convention of trustees in Imperial county, where a new method of handling school warrants was worked out. This method provides that when the board of trustees issues the warrants it shall send them to the county superintendent of schools for examination and approval, he to send them to the auditor, who will examine and approve. The warrants shall then be returned to the clerk of the school board, who shall issue them directly to the claimants.

Under these conditions the warrant issued to the claimant will be as good as the gold; it will be ready for presentation to the county treasurer, and will be payable upon presentation. The warrant-holder will not be troubled by any delinquency or defect in his warrant.

In Los Angeles county the trustees' convention requested the county superintendent to establish a bureau of information for trustees, so that they might have expert advice in the selecting of their teachers. This movement on the part of the Los Angeles county trustees seems to foreshadow the coming of the time when the private teachers' agency will no longer be a necessity in school work in California.

Superintendents cannot devote too much time to the proper preparation of a program for their trustees' convention. At least two months of time ought to be taken by the superintendent to properly advertise the convention, and to work up interest, so that not only will those trustees attend who are compelled to do so by law, but so that the great body of trustees of the county will be present.

It is also a splendid thing when the convention is held to arrange matters so that the entire convention can dine together, and an hour or an hour and a half can be spent very profitably at the close of the dinner in discussing school topics and outling matters of progress.—From Sierra Ed. News.

The Playground Movement and Education

By William A. McKeever
Prof. of Philosophy, Kansas State Agricultural College

In nearly every part of this great land of ours, one may observe the no-uncertain evidences of an awakening on the general subject of play and recreation. This thing is coming to be not merely a movement in behalf of play for children and the young, but rather one with an interest in indulging the play instinct of the masses of both young and old. Its scope suggests not merely the problem of furnishing innocent and pleasurable pastime for the children and adults, but a broader and by far more profound purpose; namely, that of making the play instinct in the young and the disposition for recreation in the adult contribute their part to the general social uplift. In short, the play movement is a part of the great social awakening destined to contribute directly to the discipline of young life and to the perfection of human character at large.

Our One-Sided Course of Training

The careful student of human progress sees in the new play-and-recreation movement a vastly improved opportunity for bringing out a full symmetrical character in the growing young. Now, the great agencies that form the well-completed human character are these four: (1) Play; (2) Work, including study; (3) Social Experience; and (4) Religious Discipline. Up to the present time we have advanced to a marked degree the methods of training in intellectual work, and to some extent those of training for the religious life. But the play life and the social experience are just as essential parts of his education as is the instruction in arithmetic or geography.

But now that the people at large are coming to recognize the substantial claims of the new movement, there remains only the working out of a form of discipline adequate to give the play instinct its best expression. This last-named achievement is by no means an easy one. Although some millions of dollars have already been appropriated by municipalities for general playground purposes, the great mass of the growing boys and girls of America are still out of reach of any such means of development. Unquestionably the play-and-playground movement is not a fad. It is here to stay and grow. The teacher who fails to appreciate its fundamental meanings and who fails to participate in its progressive activities is thereby stepping out of the ranks of the real educators.

How to Get into Touch with the Movement

So the question may well arise, How can one get into vital relation to the educational work offered and suggested by the new interpretation and application of the instinct of play? To begin with, the teacher must become thoroughly imbued with the spirit of the movement. He must realize that normal, healthy children will play and have a very good time if left to themselves, or merely turned out into the streets and alleys, or upon a bare, unequipped school ground; that if the child be well-nourished and not affected by an over-burden of tasks the spontaneity of joy will come forth and express itself in spite of lack of well-chosen means and opportunities.

But the great keynote of the play-movement is this: Construct a large and essential part of the child's character through the varied and extended indulgence of his play instinct. While he is at play, furnish him the means, the apparatus, and the opportunities for learning to direct and control his bodily movements as well as his mental processes. Bring him into a many-sided relation to his fellows, thus teaching him to contribute his part in team work. Require him to await his turn at the play apparatus and to recognize the rights, privileges and peculiarities of others.

Other valuable results of training and discipline in play are a stronger physique for the child, a higher resistance of disease, a better tone of general health, a larger measure of self-confidence, and a habit of play that will carry itself helpfully into the modified social experiences of his adult life.

But the teacher should attempt to master this new subject without haste and without impatience as to results. It is quite as difficult and technical a course of preparation as that required for giving instruction in any other new school subject. The literature, the apparatus, the methods, and especially the ends to be sought, should be considered with great care. The first step suggested is to write to the Playground and Recreation Association of America, 1 Madison avenue, New York City, and secure lists of books, periodicals and pamphlets. This association is recognized as the national authority and is not conducting its affairs for profit. The literature is furnished at a low price and is the result of the work of experts. The magazine Playground should be among the first publications secured. Of course one will not feel justified in obtaining all the many documents offered, but perhaps a minimum to be read along with the magazine will be:

1. Course in Play for Grade Teachers. Playground Association of America, 1 Madison avenue, New York, 15 cents.
2. Some Inexpensive Playground Apparatus. E. H. Arnold. Playground Association of America. 5 cents.
3. Report of the Committee on Athletics for Boys. Playground Association of America. 5 cents.
4. Report of the Committee on Athletics for Girls. Playground Association of America. 5 cents.
5. Field Day and Play Picnic for Country Children. M. T. Scudder. Charities Publishing Committee, New York. 10 cents.
6. No. 331, Schoolyard Athletics. Spalding's Athletic Library. American Sports Publishing Company, New York. 10 cents.
7. Children's Singing Games—Old and New. M. R. Hofer. A. Flanagan Company, Chicago. 50 cents.
8. Plays and Games. State Superintendent C. F. Cary, Madison, Wisconsin. (Booklet, price not given.)
9. Education by Plays and Games. G. E. Johnson. Ginn & Company, Boston. 75 cents.
10. Practical Track and Field Athletics. Graham J. and E. H. Clark. Fox, Duffield & Company, New York. 60 cents.

Of course the reader will not need to secure the entire list of helps all at once. Such procedure might result in confusion. It is better to order a few at a time and read carefully.

Now for Practical Work

After having become thoroughly acquainted with the general principles and methods of the play movement, the teacher will be ready to undertake some constructive work within the limits of his own school. The author is of course aware that many teachers are already well on the way with this new work, and he is therefore addressing these lines especially to the many others who have done little or nothing or who have jumped at this new problem more or less impulsively. It cannot be insisted upon too much that the teacher thinks of play as an educative force rather than a mere means of entertainment.

The literature cited above will give details as to apparatus. Simple and inexpensive materials are best to start with. Swings, see-saws, sliding boards, and the like, can be easily obtained. Usually someone is found ready to donate the raw materials, while others are willing to construct and place them without charge. The interest and enthusiasm of parents will keep pace with the progress of the work! So a simple and well-planned beginning, sufficient to illustrate the splendid possibilities of well-managed play, will soon elicit a larger support from all concerned. The safest rule is to go slowly, always following the general direction of the expert authorities who have made a careful study of the playground question.

Helpful as will be the work of planning for the play of the children and providing the apparatus, a much greater service will be performed through the successful leadership and directorship of the play. The earnest, enthusiastic teacher will most probably have to conduct a general campaign of education. Parents and other adults will look at first with not a little disfavor upon the new movement and will fall into line only after they see something effective being done. The center and source of enthusiasm and inspiration in behalf of effective playground work is a well-prepared director.

A Summary of Claims and Methods

1. Well-directed play is a powerful deterrent of evil conduct. In one Chicago district it was found that juvenile misdemeanors fell off twenty-eight per cent. within a year and a half after the establishment of a playground. All healthy boys possess an inherited tendency to what our moral rules would call wrong doing. Their aggressive animal natures must have some worthy mode of expression. Otherwise, they may find an inadvisable one. If the boy be furnished some form of vigorous, enticing exercises, his mind will naturally revert to this experience and he will be drawn thither as soon as released from his imposed tasks. Girls, too, through the practice of play ex-

ercises best adapted to them, will cease more and more to think of the morbid and to act in ways degrading to character.

2. The health of the boy or girl is unquestionably improved through vigorous and well-adapted play. The old saying, "A sound mind in a sound body" now has a newer and fuller meaning; namely, a sound physique not only underlies good mentality but it is fundamental to efficient moral and spiritual conduct. Much of the present-day research tends to prove that evil conduct on the part of adults may be traced back to a time when the growing organism received poor nourishment and inadequate physical exercise. A careful examination of a ten-year-old boy before and after taking a three months' gymnasium or playground course will bring out some conclusions almost startling. The flabby, undeveloped muscular tissues, the hollow chest, and the uncertain movements of the first examination, will bear a striking contract to the compact muscles, the greatly increased lung capacity and the firm, aggressive movement of the second test. Also, after such a course has been taken, what more have we in the finished product? This: a boy much better prepared for manual tasks and for the textbook lesson—to say nothing about his improved moral conduct, his increased courage and his fuller self-confidence in the performance of appointed duties.

3. The play leader must acquire a peculiar ability to read juvenile character. Boys and girls will come to him manifesting such dispositions as petulance, cruelty, roughness, timidity, self-consciousness, not to mention many others. Now, if the playground training be treated in its best light it will be thought of as a socializing experience—one which gradually trains out of the children their various faults and imperfections in relation to one another. So the well-trained play director may be seen at the same moment putting forward a timid child and forcing back an overbearing one. I have observed cruel, mean-spirited boys slyly pinching and bluffing timid ones out of the game not ten feet away from a director who seemed unconscious of what to look for and where to find it. I have observed backward children standing aside and holding timidly to a support of some kind in an effort to look pleasant and pretend to be participants in the game. As a matter of fact, they were not. The observant play-leader is quick to discover such situations and by means of tact and strategy to bring a timid child into his place in line and to initiate him into actve participaton.

It must be emphaszed, then, that the best result of playground work will be that of smoothing out the imperfections in the character of the individual child and training into his nature, through directed practice, those desirable qualities which he may lack. Many a grown man today is over-reticent and backward about undertaking any important task merely from a bad start, or no start at all, in dealing reciprocally with his fellows when a child on the playground. He was bashful, the others taunted him and the teacher let it go at that. Many a brutish man is today engaged in some questionable business, seeking to wrest from others something they possess without giving an adequate payment in return in service or money, all because of early omission of such disciplinary play-training as the new work under discussion now offers. The sense of justice, the recognition of the rights of others, the so-called square deal, is one of the great issues of the playground.

Playground and Recreation for Adults

Another of the far-reaching effects of the new play-movement is seen in the changing attitude of adults toward play and recreation. The rightly balanced man or woman, no matter how far advanced in years, is probably one who can halt at the right time in the midst of the serious affairs of life and seek some form of recuperative pastime. In response to the growing disposition of the people to obtain such refreshing experience, there are now being established throughout the country many centers for the social intercourse and recreation of adults.

The successful teacher will therefore not be satisfied until the parents and patrons are brought into the general play movement. These patrons must be given an opportunity to contribute to the play life of the children through doing some part of their own. So let there be planned, say, once a year, a sort of play festival with the insistence that such thing is a necessary part of the conduct of any good school. Make the occasion of it a general holiday. Make it instructive, entertaining, refreshing. For that occasion train and drill the boys and girls to use the play apparatus, and plan for a day of real enjoyment for the older ones. An opportunity for the latter to rest in the shade, to enjoy an out-door luncheon, and possibly to engage in some simple games will be the means of securing a large hold upon their affections and winning their helpful co-operation for the future as well.—Normal Instructor, Jan. 19.

University of California

Summer Session, June 24 to August 3, 1912. Preliminary Announcement of Courses in Agricultural Education

The work will be arranged under the following heads: Nature-study, school gardens, elementary school agriculture, high school biological science and agriculture, graduate study in any of the foregoing subjects. The chief aim will be to give definite, practical help to the individual teacher who is interested in any of these subjects. The scope of the work will be so broad that teachers of all grades, including normal school and college instructors, may find something worth while.

The staff will be composed of experienced teachers. Dr. Maurice A. Bigelow, Professor of Biology in Teachers' College, Columbia University, will have general supervision of the work. Professor Bigelow has been a leader in the nature-study movement and for several years was editor of The Nature-Study Review and secretary of the American Nature-Study Society. In his supervision of the work in Horace Mann School, Teachers' College, he has had ample opportunity to select the best in subject matter and method in nature-study and high school biological science. Through his joint work with F. E. Lloyd entitled "Teaching of Biology in the Secondary School," he has become known to the high school teachers interested in the zoological and physiological phases of biology. The recent publication of his high school text, "Applied Biology," marks a forward step in secondary education. Altogether, Professor Bigelow's coming is decidedly opportune.

Mr. W. G. Hummel is an instructor in agricultural education in the University of California. A graduate of the Illinois College of Agriculture, he has had considerable experience in experiment station service and teaching. Since coming to California he has taught agriculture with success in Oxnard and Fresno high schools. Now his time is largely devoted to the problems of high school instruction in agriculture, and, as official visitor for the division, he is in very close touch with conditions in this State. At the same time through his technical knowledge he is well qualified to give the informational course for elementary school-teachers.

Mr. F. H. Bolster, Instructor in Botany and Horticulture in the University Farm School, at Davis, is a teacher of wide and successful experience. After teaching in the East and supervising in the Philippines, he undertook post-graduate study in the University of California, qualified for the state certificate, and became science teacher at Gardena, the first high school to introduce instruction in agriculture. Later he introduced the agricultural work in Oxnard High School. He is prepared to help every teacher who elects to study under him.

Mr. C. A. Stebbins, Instructor in Agricultural Education in the University of California, is becoming known throughout the State through The Junior Agriculturist, the children's paper which he edits, and the California Junior Gardening Club, which he superintends. No doubt many teachers who have been helped through the interest in gardening which he has aroused in their pupils will want to come to Berkeley next summer to see the original "garden city" and to prepare to teach agriculture.

Nearly every teacher who comes for any of the work announced in this circular will desire suggestions and advice in regard to the improvement and decoration of the school grounds. Miss Katherine D. Jones, Assistant in Agricultural Education, has been retained for the purpose of giving this personal attention to individual teachers. This is a new arrangement made in response to a demand and it is expected that many will avail themselves of it.

Proved

School Board Member—I thought your paper was friendly to me?

Editor—So it is. What's the matter?

S. B. M.—I made a speech at the meeting of the Board of Education last night, and you didn't print a line of it.

Editor—Well, what further proof do you want?

School Gardens

By Julia C. Coffey

Did you, as a child, know the joy of having your little garden patch where you planted the seeds and watched the green shoots rise from the soft earth to spread forth in leaves and blossoms and flowers? Did you carefully tend and watch over your little possession through the changing season of Spring and Summer, Autumn and Winter? If you did, you would wish to give to every school child, this same joy. Those of us who spent our youth in San Francisco when apartment houses were not in fashion and when the back yard was the real Children's Playground, had this pleasure of getting close to Mother Earth and helping in her great work. Many of us were gardeners who gathered from our rose patches, flowers to decorate the table, while others were proud to serve the family with lettuce, onions and cabbage. All of us felt that our little garden industry was a very important part of life. There was no problem of keeping us interested after school hours. We were interested.

As many of the best ideas of home management have now entered into the school economy, so this idea of gardening has been taken over into the realm of school work. It certainly has a right there, as it is a great educational factor. A subject that will hold a child's interest and develop his powers as gardening does, should have its place in the school program.

Nature Study is an old subject in Courses of Work for school children but in most cases it has been anything but a study of Nature. Europe found out this mistake many years ago, when it was discovered that the young people were getting farther and farther from the land. So from an economic standpoint, the nations had to act. Germany led the way in giving agricultural training. Austria and Sweden sent forth royal edicts that every school should have a garden containing from seventy to one hundred and fifty square yards properly worked out.

Belgium has an excellent course in her elementary schools, in which she emphasized the raising of fruit and vegetable and truck farming, thus closely relating the school work to the industries of the people.

France, since 1880, has recognized the school garden. The French ministry stated the matter in these words: "The main object is not to teach the business of farming but to inspire a love for the country and to develop the natural tendencies of childhood to become interested in flowers, and birds and trees." In this instance, "school gardens are not intended to make gardeners or farmers but to afford the growing boy or girl an opportunity for many sided development." Character and efficiency are worked out by an outdoor life united with knowledge of natural forces and their laws. From the child's side, this study is one of the finest examples in teaching, where theory is joined with practice, where every thought sees its fulfillment in action. Children are willing and anxious to work, but we, who are thin guides, must catch their line of interest and awaken the mind to act steadily and successfully.

In England, this side of the idea has been carefully thought out. Each county now has its agricultural inspector. These inspectors overlook the school work and often instruct teachers who are preparing to take examinations along these lines. They have a most detailed system of marking and seem to feel that the results should be of the highest order, even though the workers are children, in order to keep the parents in perfect sympathy with the work. You know, results talk, especially with the English. When school gardens are mentioned they do not wish an English man to say: "Ah, school gardens, you say. Pardon me, but I do not understand." The advocates of the movement in England, you see, amid an opposition by proving the value of the work, at every step.

I might go on with a study of European plans and progress, showing you how Switzerland combines the educational view with the utilitarian view or to talk on the Russian school system which requires every school receiving public funds to maintain a garden for flowers and vegetables and also a plot for orchard and forest trees; but I will leave the foreign lands to view the success of the work in our own country.

The movement in America has pushed forward during the last twenty years. As for many other good things in education we turn to Boston, so in this work we look to this great educational center to find the finest steps in school garden work, a little plot of ground, for the study and raising of the common wild flowers. Since this early start, more than fifty cities have made provision for practical school gardens. Through Massachusetts, Connecticut, New York, Pennsylvania, Ohio, and westward, the work progressed and to-day it looks as if California with her climate, her soil and her little workers will astonish them all. We, of the west, will find newer ways and better ways of making this great idea, a leading part of the life of every community.

I might write many pages on the wonderful growth and success of these various efforts in our country but time and space will not permit. One of the movements started by private enterprise will serve to illustrate the motive and the success of the idea. "The president of the National Cash Register Company of Dayton, Ohio, after an investigation of the successes and failures of the men who had been boys with him was impressed by the fact that there had been scarcely a failure among those boys who had been responsible for some farm or garden "chores" at home. He decided that in a very rough neighborhood he would make the experiment of using the surplus energy of the boys in practical garden work and let them have the products of their steady work and business energy. So gratifying was the result that the garden is to-day a marked feature of the welfare work of the employees of the National Cash Register Company.

We, who are the regular workers with children, should do even better than that, because our motto is: "Boys should be formed, not reformed." So let us take hold of the movement and give the opportunity to every child to share in this work which deals in the living principles of life. A garden furnishes good conditions for cultivating the hand and heart as well as the head.

As Douglas Jerrold says: "The earth is here so kind, that just tickle her with a hoe and she laughs with a harvest."

So I am going to enroll you, all, to-day, in this great work; those, who like to say you wish to do everything from an educational standpoint, because it answers your appeal of drawing out the awakening powers; those, who like to see the utilitarian side of life brought home early to the child; those, who wish to guide him to economic success and those who wish every child to come in touch with the aesthetic side of life in the study of beauties of Nature. All of you may enter my garden and work in harmony and joy. While each of you may be trying to emphasize the side you hold as necessary and best, my little pupil will be touching all the rest, so he will leave the garden, an educated personality.

To close in the words of W. J. Spillman: "This movement is one of national importance—one that is destined to have a profound influence on educational thought and educational method in this country, it supplies a long felt want in our system of elementary instruction."

An Adrianism

A Baltimore school teacher had encountered such a degree of ignorance on the part of one of her boys in relation to the recorded facts of the Father of his Country, that she grew sarcastic, with a result which Shipping Illustrated records.

"I wonder," she began, "if you could tell me whether George Washington was a sailor or a soldier?"

The boy grinned. "He was a soldier, all right," he said.

"How do you know?" the teacher challenged.

"Because I saw a picture of him crossing the Delaware. Any sailor would know enough not to stand up in the boat."

* * *

The little daughter of a clergyman stubbed her toe and said, "Darn!"

"I'll give you ten cents," said her father, "if you'll never say that word again."

A few days afterward she came to him and said:

"Papa, I've got a word worth half a dollar."—Everybody's.

Elmer E. Brown: Our cities play so characteristic and leading a part in our national civilization, and their influence and standards are so largely independent of the boundary lines of the states, that the things which concern their efficiency must be regarded as a national interest, and their cooperation for the improvement of city-school standards generally must appear as a patriotic and national service.

Fight of Centuries Against the Truth

By Prof. Henry Morse Stephens, Head of of the Department of History in the University of California

This resolution of the legislature is to me an inconsiderable thing, for it is just the old fight against the truth which has been the fight for centuries. The teacher of history should give both sides of every story. In no other way can be truth be shown.

I wish to emphasize first that I personally do not teach American history. But if I did I should give both sides of a controversy or of a conflict. I should give the story of the colonists and of the mother county in teaching the history of the American revolution. I should give the northern side and the southern arguments in the history of the civil war.

I repeat that it is the duty of a teacher to give both sides. He is concerned with the truth. He is not an advocate, and the truth is to be attained only by giving both sides. I have been personally accused of teaching unpatriotic doctrines of the revolutionary period, whereas I do not teach American history. That charge arose from my calling the declaration of independence a campaign document. So it was, and I do not, therefore, belittle the declaration or the author of it.

The American revolution is now recognized as one of the grandest events in the progress of human liberty, and the declaration of independence marked an epoch in history; but in writing it Thomas Jefferson made it a campaign document, for it was a justification of the fight of the colonists. He put into it whatever charge the colonies had to make against the king. He was a great and liberal man, and I am not to be construed as saying he was wrong in his acts. He was not. But I can give an example, recently called to my attention, of the use of the declaration of a campaign document.

In the statement of grievances which follows the general declaration of principles, there is a direct reference to what is known in English colonial history as the Quebec act. The clause of the declaration of independence reads:

"For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same arbitrary rule into these colonies."

That act, the Quebec act, merely guaranteed to the French Catholics of Canada religious freedom, such freedom as was not then given even in England. The Quebec act is the basis of all tolerant and modern government of today, yet it was included in the declaration of independence as an evidence of the king's tyranny. Thomas Jefferson was a liberal man, and therefore he did not use it to stir religious animosity, but he included it in the declaration for political effect. It was proper from his view that he should. I merely give that as an instance of why the declaration of independence was a campaign document. But I suppose that view would be unpatriotic for an American under the legislative resolution.

Professor McCormac's bulletin is simply a study of other phases of the period, in which both sides are given.

"Voice, Not Type, True Destiny of Language

"The True English—the New English of the modern day—must be spoken, not written," declared President Benjamin Ide Wheeler of the University of California in his address before the teachers of Los Angeles at the Polytechnic High School.

"This is the democratic age," said Dr. Wheeler, "people do not write English so much now as they speak it. The day of the letter-writer is fast fading. We will have specialized letter writers before long who will write all letters that are written. Dictation to the stenographer and the phonograph have done away with the necessity of writing letters and so men must become more proficient in speaking English, just as they were once more proficient in writing it.

"What we need in this day of realities and activities is a perfected oral English. Men must cultivate the power of speech. What a pitiful thing it is to meet a man who cannot express himself in plain words and tell you what he means or what he wants. Speech is a great social instrument. Speech is the accomplishment which the educated man of the present day should have. Only about one-eighth of all possess it."

Present System Wrong

"I may be considered strongly reactionary," said Dr. Wheeler, "when I state my honest belief that the present system of teaching English in our high schools and colleges is wrong, absolutely wrong. Teachers talk about the lives of great authors, they give a scent of perfumed rhetoric, they lecture about technique where they ought to be teaching how to speak good, plain English that can be understood. It were better that pupils were not taught by English professors of university training, who hold to the old written idea of English, which is of no use to the man of the new era."

Passing from a consideration of English in the schools, Dr. Wheeler paid a beautiful tribute to women of the teaching profession. "Women," he said, "are more stable than men. When the primitive man was running about in search of booty the woman was at home caring for the children, teaching them how to speak, giving them their first understanding of things. Woman has built the home and laid the foundation of things. The woman, and not the man, provided the unwritten law of morals and ethics, which has come down to us as a heritage from her. I think women are very high in human culture and human culture is the greatest thing in life."

American Most Versatile

Speaking of America as compared with Europe in the matter of education, Dr. Wheeler said: "According to the American idea of education the man is to be transformed thereby into a veritable being. He is a freeman, able to do most anything he chooses. If the minister makes a failure of preaching he sells insurance instead. On the other hand on the Continent a man is educated as a slave to one craft or profession. If he has been educated as a cab driver and loses his job he will starve to death if he does not get another job at cab driving. The European is fitted to do one thing, the American to do many.

"As regards the American and English language, I believe the United States will be the center and home of English. More people will speak English here than any place else in the world."

That men are created equal is unquestioned; that they remain so is sophistry.

The schoolboy "with shining morning face" is at the parting of the ways. If city bred, his school days are spent in costly buildings with modern equipment and under the tuition of experts.

The country lad has none of these, and yet his numbers are greater, while from his sturdy ranks come the men who do the great things—command armies, build industries, separate continents.

From the outland, where life throbs strongest, the air is purest, the thoughts cleanest, come these handicapped youths to engage in the battle of life and win—or lose.

With an improved rural school, he may win; without it—failure.—I. D. Graham.

Prof. C. E. Rugh of the University of California made a most excellent impression on the teachers of Washington at the association held in Tacoma. Professor Rugh is a man of broad and liberal views and his reputation for clear thinking, and effective presentation of educational problems is constantly widening.

* * *

The Napa High School has risen to the occasion and has passed creditably the supreme test of discipline. The principal and teachers stayed away an entire school day and the students conducted the school in an orderly and efficient manner.

The high school was visited during the day by several citizens. Some of their comments follow:

President of the Board:

"There was perfect order all over the building and the classes were hard at work."

County Superintendent of Schools:

"I never saw such a good bunch of youngsters in my life. I did not see the least sign of disorder. I passed the study hall several times and visited several classes and there was perfect order. I passed the study hall several classes and there was perfect order and strict attention to business."

* * *

F. Fleet Strother, who has done such excellent work in the office of State Superintendent Hyatt, has resigned to accept a position of "The World's Work." Mr. Strother's new salary will be nearly double of that which the State paid him. F. Moore (no relation to Fred T. Moore of A. B. Co.) has been appointed to succeed him.

* * *

Mrs. M. H. Walker, connected with the school department of San Francisco for forty-three years, was stricken with apoplexy and died in her office on January 22nd. Mrs. Walker was principal of the Marshall Primary School.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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324 Phelan Building, San Francisco, Cal.
Entered at San Francisco Post Office as second class matter.

Editorial

The trustees of a school should be more concerned with the efficiency of the pupils after graduation than before.

* * *

Supt. J. H. Francis of Los Angeles has recommended the moving picture as an educational asset. For once Mr. Francis is in wrong. The adding machine never made a mathematician and a moving picture show will add to the efficiency of spending an hour pleasantly, but not profitably. The moving picture show is an asset for the oculist and optician, but as a preparation for life or university it is a dead failure.

* * *

James A. Barr secured a full page advertisement from Louis Stone, the architect, for the Sierra Educational New. James A. Barr was on the committee of trust to select plans for the Richmond High School. The plans of Louis Stone were accepted. This is a plain statement of fact. We refer the question of ethics to the Department of Morals and Education of the University of California.

* * *

The Department of Education, Washington, D. C., under the leadership of P. P. Claxton, is doing splendid work. The latest innovation is to send bills to those interested of pending legislation on school matters before Congress, and the various legislatures of the States.

* * *

Who is the greatest letter writer of modern times. That is easy—James A. Barr. Ella Flagg Young has given to the world a new pronoun "his'er" and "him'er" and we offer this new word coined in honor of James A. Barr. He is the world's greatest auto-multigrapher.

* * *

The Sierra Educational News continues to be our delight, and sport. It is the joke of modern educational journalism, and contributes to the gayety of pedagogy. The famous phychological remark of Artems Ward: "You scratch my back and I will scratch yours," has been going on in an endless chain for some time. Fred Moore and Dr. Lange made Armstrong editor—Armstrong writes a page editorial in praise of Moore, then Armstrong and Lange select Barr and Chamberlain as Armstrong's successor and writes a page of editorial in praise of his choice. Then Chamberlain uses a page of ox-like praise on Armstrong. Oh shades of Dr. Burk and Dr. E. C. Moore, who tried to establish the standardization of personal ethics by formulating the maxim, "Compliments in print are always out of season!" It is all right, boys. We are glad you enjoy writing compliments to yourselves and reading them. You probably enjoy reading them more than anyone else. Why not establish an affiliated mutual admiration society for publicity purposes?

* * *

Back to the soil is a great movement. To teach so that the child will appreciate growing alfalfa as a beautiful picture is right pedagogy. To teach that the cow, pig and the hen are moving pictures that do not require the censor, and that the sun and moon are the world's greatest show deserves a bonus. Increase the efficiency of the child by concentration and meditation on real pictures. Avoid the distorted pictures that contributes to mental indolence, and the decline of conscious effort.

* * *

The women teachers are the most potential factors to-day in our civic life. They control the unit of intelligence in every neighborhood. If they will take the stand that voting, that office holding, that laws are not for individual profit but a sacred right for service—for helpful service—then our great State will prosper under woman suffrage.

* * *

The teachers of California are required to instruct pupils upon the nature of alcoholic drinks and nicotine and their effects on the human system. This is a hard task for some of our men in high position, by precept and example. The man with a filthy pipe in his mouth, nervous, and in need of a vacation from the use of tobacco, is not in a position to advise boys that cigarettes should be avoided. The man who is fronting up to the bar occasionally, and lacks control of his nerves, cannot speak with much force on sane temperance. Of course the lack of self-control in eating, in temper, in work, in play, in religion, and even in writing editorials is bad. However, the most filthy, and the most useless, and most defenseless lack of self-control is exhibited in the use of pipe, cigar and cigarette.

* * *

The time has come to locate a great educational institution in Southern California. Southern California's contribution to the commonwealth of the State entitles it to millions for the betterment of the race. The foundation work should be laid now for the prosperity of California and the southern part particularly will eclipse the material advancement of any section of the world during the next twenty years.

* * *

The historical tea party started by Adrian at Sacramento has overlooked the tempest in the melting pot of truth. The worship of a stick by the ancients was just as sensible as false patriotism in 1912. The American Flag is glorious when it stands for high ideals of humanity. Our country is the greatest country on earth when it is right. If it is wrong, that is another story. The new Uncle Sam stands for the golden rule without regard to geographical limits. Uncle Sam believes that the heroes of peace, as well as the heroes of war, should be pensioned, and that truth and not partisanship is the ultimate aim of history.

* * *

Californians have let contracts in the East for fifteen million dollars' worth of ships. The defense for not having the ships built in San Francisco is the high price of labor on the coast. In the East laborers work ten hours per day for small wages, and the manufacturer gets rich, and subscribes to campaign funds, charitable societies, etc. Why not build the ships in California and give the manufacturer's profit direct to the working men, and encourage thrift rather than indiscriminate charity, and doubtful gifts of the money withheld from honest toil?

A Teacher's Creed

"I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth, the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving another.

"I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

"I believe in beauty in the school room, in the home, in daily life and out of doors. I believe in laughter, in love, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises and in the divine joy of living."—Edwin Osgood Grover.

TWENTY GREAT EDUCATORS

A List of Twenty of the Greatest Educators in the United States

San Francisco, January 8, 1912.

The Editor of the Journal.

Dear Sir: While it is the fashion to give lists of great men I enclose herewith a carefully selected one of the twenty greatest educators.

Respectfully,

—G. M. Davis.

Horace Mann	Ella Flagg Young
Henry Barnard	A. S. Draper
Louis Agassiz	W. H. Maxwell
Timothy Dwight	Dr. Frederic Burk
David Starr Jordan	James Greenwood
J. P. Wickersham	James Baldwin
Andrew D. White	Edward Hyatt
Chas. W. Elliot	Henry T. Bailey
John Swett	Dr. G. Stanley Hall
Wm. T. Harris	F. W. Parker

The Trusts and the Schoolmasters

The reformers at Sacramento have done a lot of talking about the textbook problem without making any perceptible progress toward its solution. They have scolded the book trust and they have scolded a few schoolmasters, but nothing has been accomplished. All are agreed that there is something rotten in Denmark but they have yet to put their finger at the point of mortification. Some time ago I observed that the ramifications of the book trust extended into the very vitals of our educational system and that to purify that system it would be necessary to concentrate authority in the hands of the State Superintendent of Instruction and compel our teachers to attend exclusively to the business of education. Now by way of vindicating this observation I will point to evidence of the affinity between the book trust and the schools. Hitherto I pointed out that when the Superintendent of the Normal School at Chico was removed from office he was at once put on the payroll of the book trust. Since then Leroy Armstrong, Secretary of the California Teachers' Association and editor of the Sierra Educational News, a journal beloved of the book trust, has severed his pedagogical connections and entered the office of the American Book Company which is one of the trust concerns. Fred T. Moore, formerly City Superintendent of Schools in Alameda, an ex-president of the Teachers' Association, is now employed by the American Book Company. These men of course have a right to hire themselves out to the book trust and give it the benefit of the experience and influence obtained when employed by the people, but it may not be impertinent to ask, When and how did it begin to appreciate their ability? It may be a matter of significance that for some years these gentlemen who represent a clique that has dominated the California Teachers' Association have been fighting for the State subsidy formerly enjoyed by the Western Journal of Education, a paper that the book trust could not control and in which the State Superintendent of Instruction has always had confidence.

Friends of the Trust

It is also a matter of significance that the Sierra Educational News is strongly in favor of the county adoption plan which would be water on the wheel of the book trust and which has amongst its most earnest supporters Mr. Morris Dailey who is President dent of the Normal School at San Jose and who recently received some pretty severe rebukes at Sacramento. It may also be a matter of significance that one of the editors of the Sierra Educational News is Professor A. L. Lange of the University of California, one of the most faithful of all the subordinates of President Benjamin Ide Wheeler, and a gentleman who enjoys what might be termed a pivotal position in educational affairs of California—being the functionary who passes on teachers' certificates that come from other States. Now whatever be the morals or ethics of the clique that dominates and controls the California Teachers' Association and the Sierra Educational News, the truth is that that clique exercises a very powerful influence on the politics of the school department and that it enjoys the warm friendship of the book trust. And the truth also is that the one man who has prevented this clique from attaining absolute dictatorship is Mr. Hyatt, the State Superintendent of Instruction, whom Governor Johnson, the great reformer, hoped to legislate out of office.

County Adoption

As to the county adoption proposition it is heartily favored by the trust for obvious reasons. By county adoption is meant that each county shall have the right to select its own textbooks. Wherever this method is in vogue the book trust through its emissaries dictates the course of study necessitating the purchase of unnecessary textbooks and secures the adoption of its own books. Of course is it to the interest of the people of this State that the course of study should be uniform throughout the State. It is inconceivable that any school teacher believes sincerely to the contrary. It is especially inconceivable that anybody connected with the university, which sucks in material from all sections of the State, is in favor of haphazard county adoption on any principle having reference to the welfare of the educational system of California. It is no wonder that the legislators lost patience with President Dailey of the San Jose Normal when he appeared before them to advocate county adoption. And now it would be surprising did they not feel that there is a Normal School which ought to receive a little attention.—"The Spectator" in Town Talk.

MARK KEPPEL AGAINST MILITARISM IN THE SCHOOLS

Superintendent Keppel in an eloquent speech against a resolution endorsing military training in high schools at the L. A. Association, won a decided victory, and the resolution was amended. He said in part:

"I believe in the old proverb, 'whatsoever a man soweth that shall he also reap.' In the history of the great nations of the world it is a fact that those nations which have made the greatest preparation for war have been the ones to become mixed up in international controversy. All the great wars have been the result of the spirit of militarism, which has pervaded the atmosphere of those nations. If Napoleon had spent the time, energy, and mentality toward building up a republic like America there would have been no need of the immense sacrifice of life that marked his operations in Russia, Germany and France. The United States as a nation will always be able to take care of itself. The spirit of justice is so well developed in the people that at any time the call may come the people will answer if the cause is just. It is, therefore, foolish to weaken ourselves as a nation by expending vast sums for armament when this amount would feed the hungry and house the homeless poor of the nation. The amount expended yearly by our country for war and preparation for war, if turned to the investigation of some of the diseases which are making such rapid inroads into the health of our people, these diseases would become practically unknown. The money spent for one battleship would duplicate the vast national enterprise in Arizona, known as the Salt River Valley reservoir—the Roosevelt Dam."

THE BOOKMAN'S CREED

I believe in my calling; that it is worthy of my best efforts and that in pushing it I should not allow the grass to grow under my feet. I believe in fair dealing and in my obligation to give teachers the best advice I am capable of giving, even though by so doing I advance the interests of a rival. I believe in encouraging and aiding teachers by bringing to them all helpful information gathered in my observation of school methods and my intercourse with school men. I believe I ought to be a messenger of good cheer, the bearer of pleasant tidings that may lighten the burdens and gladden the hearts of teachers. I believe I ought, myself, to eschew disagreeable things and refuse to be the bearer of unpleasant and cruel gossip that may stir up anger, give pain, and wound hearts. I believe in the mission of the peacemaker and if I find two men estranged because of misunderstanding I will endeavor to dispel such misunderstanding, even though it might be to my business disadvantage.

"Life is more than meat." I believe the best of life is obtained, not through bitterness and strife, but through "those things which make for peace whereby we might edify one another." I believe "cheerfulness maketh the heart glad" and that there is no virtue in a gloomy, frowning face; hence, I will try to carry with me everywhere a smiling countenance, darting sunshine into every life I touch.

I believe in seeking business only through honorable methods, in treating fairly my competitors, holding their reputations as dear as my own, not misrepresenting their books; in a word, not seeking to build myself up by tearing others down. I believe in hard and persistent work for business, in avoiding paths in which lurks that which may dishonor myself and those with whom I deal. Finally, I believe in earnestly endeavoring to be and to act so that I may be an uplifting influence, striving hard at all times to promote my business interests but not at the expense of good-fellowship nor at the sacrifice of personal honor.

Good Example of Father?

Arthur was in disgrace at home because of ill-timed mischief at school, and he thus outlined the situation to a sympathetic cousin:

"I didn't do half as much as Pop was tellin' last night that he did when he was in grammar school, an' all the people at the table, company'n all, just laughed and seemed to think he was smart as the dickens. But when I go doin' some of the same things they make an awful row about it. I don't see why it's so awful to be a bad boy when you are one, and suthin' ter be proud of when you're grown up!"

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Modernizing Public Schools

Richard T. Crane of Chicago is dead. He was a great man of business, and will be remembered for his commercial and industrial achievements. But mainly he will be remembered for his lifelong protest—which increased in vehemence and conviction to the day of his death—against the kind of education that disqualifies people for making a living.

It is false to say that Mr. Crane was "an enemy to higher education." He hated high-falutin education. He was impressed with the value of the kind of education that Washington had—and Lincoln. His protest was prophetic of a great change that promises to transform the whole scheme of teaching in America and elsewhere.

By the concurring testimony of competent witnesses in a recent symposium it is made plain to all who will stop, read and reflect that the vast system of public instruction in this country needs not merely patchwork amending and improving, but a thoroughgoing revival and regeneration. Says Dr. Woods Hutchinson: "I am not in favor of reforming the present school system. I think it ought to be abolished. It is fundamentally wrong."

The basic error in our educational methods is the spirit of abstraction and impracticality that pervades it. It fails to fit boys and girls for the real work of the world. It is not modern; it is mediaeval.

In the words of Frederic Burk, president of the San Francisco State Normal School: "To mediaeval men the problem was how to live out of the world, and away from it. And now, by a dramatic turn of fate, a dead hand reaches out of the grave of the Middle Ages—the hand of the mediaeval scholar—passing down his pedagogy to the American schools of the twentieth century. By this withered hand our children's destinies are being guided. Such is our tragedy in the history of education—a tragedy that will cost us dear."

To the same purpose, and with equal impressiveness, writes Principal McAndrew of the Washington Irving High School in New York. He scouts the claim that children's minds are made strong by being subjected to dry, irrelevant and uninteresting studies. A mind is made strong not by a ghost-wrestle with a dead theory, but by a hearty set-to with a present, uncompromising fact.

The old educators turned away from chemistry and physics, from the language of living men and the arts and crafts of the working world. So they had to invent imaginary and merely mental difficulties to exercise the minds of their pupils. But the new educators are determined to draw the minds of the children out into the living world, and to give them strength by a first-hand dealing with the real difficulties of existence.

It is found that a normal youth, who hates and shirks the imaginary disciplines of the old-fashioned pedagogues, will turn with zest and growing delight to the study of real things and the handling of tools and materials. When Dr. Oswald, Director of Schools in Leipsic, Germany, says that "the school of the future must aim at conferring upon the pupil the maximum of happiness," he is thinking of the kind of happiness that comes to a youngster when he feels he is learning to bear his part in the free, creative labor of mankind.—Ed. in N. Y. Journal.

The Classics Are Passing

Ansel S. Williams, City Superintendent of Schools of Stockton, spoke before the Civic Section of the Philomathean Club recently.

Mr. Williams pointed out the fact that the world's idea of education is in process of evolution. He said: "Education, in the past, has been for the few. It fitted the masses for nothing. The day of the study of Greek, Latin and Philosophy is passing. Latin is losing and Greek has lost out. There are very few high schools today where Greek is taught. The change from the old classical to the manual is coming and coming rapidly. Today boys are studying the forests, soil, commerce; are working in iron, wood, brass and steel. The girls are learning to cook, sew and keep house. Some educators say that there is danger of losing sight of the cultural in the pursuit of the vocational. But real democracy and economic efficiency can only be gotten by breaking away, in a measure, from the old traditions."

Industrial training is not a fad, but has been tested and studied by educators with success for 25 years past. Oakland, Los Angeles, Pasadena, Hollywood, Riverside, San Bernardino, Long Beach and other cities in the South have invested hundreds of thousands in these institutions of industrial training. The citizens feel that it is a big business investment. Mr. Williams has visited all these institutions in the South.

Hollywood Polytechnic comprises the Mechanics building, the Administration building, the Auditorium, the Arts and Domestic Science building and the Science building. The entire plant cost less than $200,00.

Vocational training is being added to the present curriculum in the Stockton schools, but three times as much time should be given to the subject. Money is needed to build and equip buildings in order to carry on efficiently, industrial training. This new line of work taken into the present curriculum will relieve the congestion in the schools.

Mr. Williams told of the investigations conducted by the citizens' committee about eight months ago, after which they recommended taking up industrial training in the Stockton schools. This line of education is conceded by all to be the thing demanded by economic conditions today.

At the time the committee met, it was estimated that $150,000 was needed for the grammar grades and $100,000 for the high school to equip them for the needed vocational courses. The committee was very much in favor, following their investigations, of adding to Stockton's schools the vocational features as characteristic of the progressive cities in the country today.—Stockton Record.

Library of the Bureau of Education

The United States Bureau of Education at Washington, D. C., possesses a special pedagogical library of more than 100,000 volumes, which, while primarily a working collection for the Bureau staff, is also designed to serve, so far as possible, as a central reference and circulating library for educators throughout the country. It is desired that teachers, school officials, and students of education should be informed of the resources of the library, and know that to them the privilege is freely offered of using these resources as an aid in their work.

In certain classes of educational literature, the library is clearly the most completely equipped in the country. Such classes are its files of official school reports, laws, etc., State and city; of catalogues and reports of universities, colleges, and schools; of transactions of educational associations; and its bound sets of educational periodicals, all of which are constantly augmented and kept up to date. Both American and foreign publications are included in these classes, which form a collection of valuable source material for investigators in educational administration, practice, and history. The library also contains a large collection of school and college textbooks of early and recent date, in all the principal subjects, which is undergoing amplification and arrangement so as to illustrate the history of modern productions in this field.

On subjects in educational history and administration, theory of education, and principles and practice of teaching, the library contains a very full representation of both early and recent works, and special effort is made to secure all current publications, domestic and foreign, which deserve a place in a complete pedagogical library. There is also a large collection of pamphlets, many of them unusual and otherwise of value. The library has a dictionary catalogue of printed cards, copy for which is largely prepared by its own cataloguers, in co-operation with the Library of Congress, whose system of classification is used for the books on the shelves.

The library offers to readers the use of its material according to two methods, (1) by direct consultation at the Bureau in Washington, and (2) by interlibrary and personal loans.

(1) Suitable reading-room accomodations are available at the library, and visitors are cordially invited to make it their headquarters for the prosecution of research and study, for which every possible facility and assistance will be furnished. Investigators are allowed direct access to the shelves.

(2) To non-residents unable to visit the library, books which can be spared without detriment to the office work will be loaned free of charge under the interlibrary loan system, by which a library in the borrower's home town assumes responsibility for the loan. In certain cases, books may be loaned to teachers under the guarantee of a responsible school official, or of a personal deposit. Non-resident teachers, schoolmen, and students of education are invited to send requests for the loan of books desired, which will be filled, if possible. Books are regularly forwarded by mail, under frank, and may ordinarily be retained for two weeks, subject to renewal.

The library also supplies bibliographical information on educational subjects, and on request furnishes lists of references to literature on any such topic. It has on file reference lists on more than 800 standard subjects, and constantly makes new special compilations, as occasion arises, besides preparing for publication monthly and annual bibliographies of education. As an aid in this work, a card index to important educational material in current periodicals, society publications, and official reports is maintained.

The beautiful new polytechnic high school of Riverside will be completed by February 1st. The cost is $190,000.00.

* * *

Edward J. Ward, lecturer in civic and social center development, has been promoting the work in Los Angeles the past month.

* * *

Sacramento City has voted $800,000. This money will be spent to build and equip a fine system of schools.

* * *

The Dinuba High School was totally destroyed by fire on December 27th. The fire was started by hobos.

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Associations

Southern Section, C. T. A.

The meeting of the California Teachers' Association, Southern Section and Bay Section, were held the first at Los Angeles, December 18th-23d; the latter at Stockton, 26th-29th, inclusive. The speakers from the East were Dean Sarah Louise Arnold of Simon's College, Boston, and Pres. Guy Potter Benton of the University of Vermont.

Preceding the three days' session of the Southern Section proper, several institutes held joint meetings. These included the cities of Los Angeles, Pasadena, Long Beach and Pomona, and Los Angeles City High School District and Los Angeles county. In addition to the general and section meetings, several lecture courses were offered through the week—applied arts, penmanship, reading, seventh and eighth grade English and economic history. An exhibit of school work was installed at the Polytechnic High School, and time spent at this exhibit was counted as institute attendance.

Pres. J. H. Francis of the Southern Section provided, in addition to the two Eastern speakers and local workers, Dr. E. C. Moore, now of Yale University, and Prof. Patty Smith Hill, director of the kindergarten department of Teachers' College, Columbia University. And to add to the program thus provided, the annual concert at Temple Auditorium was a rare treat, the noted violinist, Prof. Jan Kubelik, holding his audience of several thousand spellbound by his masterly renditions.

Over 3,600 teachers were in attendance at the nineteenth annual session of the association, and an unusually large number attended the business meeting.

The list of officers and members of the Council as reported by the Nominating Committee through the chairman, Dr. A. W. Plummer, was adopted entire as follows: For president of the Association, Supt. J. A. Cranston of Santa Ana; first vice-president, Miss Mamie V. Lehner, county superintendent, Santa Barbara county; second vice-president, Miss Eugenia Fuller, principal high school, Riverside; recording secretary, Mark Keppel, county superintendent, Los Angeles county; financial secretary, Will Angier, San Diego; transportation secretary, Alfred Higgins, Orange; treasurer, T. J. Phillips, Los Angeles.

For representatives to the Federated Council: Imperial county—L. E. Cooley, county superintendent, El Centro; San Diego—Duncan MacKinnon, superintendent city schools, San Diego, and Dr. B. S. Gowen; San Bernardino—C. H. Covell, superintendent city schools, and Miss Carrie Coddington, San Bernardino; Riverside—J. E. McKown, principal polytechnic high school; Santa Barbara—City Superintendent F. M. Fultz; Ventura—J. E. Reynolds, county superintendent of schools; Los Angeles—J. M. Rhodes, superintendent Pasadena schools; J. H. Francis, superintendent Los Angeles schools; H. H. McCutcheon, Long Beach; Mrs. S. M. Dorsey, Los Angeles high school.

* * *

The Bay Section of the C. T. A. (the name is abominable) held an interesting meeting at Stockton under the leadership of Agnes Howe. An excellent program was rendered, and great interest was shown in technical, vocational and agricultural education. The attendance was less than 600. It does not require numbers however to make a good meeting.

Members were elected to the Council as follows: For three-year term, Miss Agnes Howe of the San Jose State Normal, John Anderson, superintendent San Joaquin county, Dean Alexis F. Lange; for two-year term, Mrs. Clara M. Partridge of Berkeley, Supt. Will C. Wood of Alameda, Miss Minnie Coulter of Santa Rosa; for one-year, Supts. F. F. Bunker, Berkeley, J. W. Linscott, Santa Cruz, and J. C. Templeton, Palo Alto. Members ex-officio are Franklin K. Barthel, the newly-elected president of the Bay Section, and A. J. Cloud, secretary, present incumbent, both of San Francisco.

R. D. Faulkner of San Francisco, F. S. Rossiter of the Fremont High School, and W. H. Hanlon, Contra Costa county, were elected to the Directorate.

* * *

The California Teachers' Assn. Central Section

A meeting of valley county teachers constituting the executive committee of the Central California Teachers' Association, was held January 7th, at the office of County Superintendent Lindsay to consider plans and arrangements for the spring meeting.

The general association meeting day was fixed for Wednesday, the 13th of March, the counties in the association holding their local institutes commencing Monday, the 11th, continuing two and three days and then assembling in Fresno city for the association meeting.

The conference considered engagements of lecturers and instructors for the various section meetings, but only two of these engagements were definitely agreed upon. These are of Henry Suzzalo, professor of sociology at Columbia university, assigned to philosophy, social education and teachers' college, and of Allison Ware, president of the Chico Normal School.

Those who attended the executive committee meeting are: Principal Simmons of Dinuba, Superintendent Buckman of Tulare, Mrs. Davidson, superintendent of Kings, Superintendent Cunningham of Madera, Miss Sheehy, superintendent of Merced, City Superintendent McLane of Fresno, Principal Fenner of Hanford, Principal Lane of Fresno City, Burrell of Madera, in charge of the high school section and County Superintendent Lindsay of Fresno.

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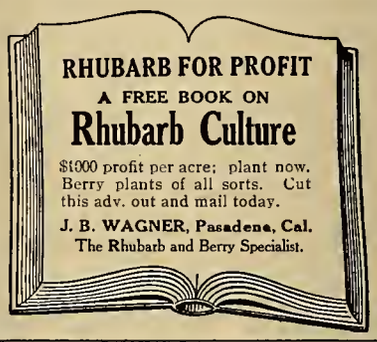

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Western School News

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Redding, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; James A. Barr, Stockton, Cal., Secretary.

Mayor Rolph of San Francisco has appointed Dr. A. A. D'Ancona and Miss Mary Deane on the San Francisco Board of Education.

* * *

The school district in Butte county where Mark Keppel was taught to read and write, and as a barefoot boy to recite Patrick Henry's speech, "Give me liberty or give me death," has lapsed.

* * *

Dr. A. E. Winship has just completed his eighteenth trip to California, and is enthusiastic and reminiscent of the educational days of Will S. Monroe, Alex. E. Frye and C. H. Keyes.

* * *

J. H. Beers, one of the most popular young men in the book business, has resigned as the representative of Educational Publishing Co. to accept a position with the Macmillan Company. This is the first time that the Macmillan Company have had a live wire representative since W. C. Doub resigned to become his own publisher.

* * *

J. H. Mitchell has accepted the position as Pacific Coast manager of the Educational Publishing Co. vice J. H. Beers resigned. The many friends of Mr. Mitchell will welcome him back to California.

* * *

Dr. Alfred Mosely addressed the San Francisco teachers on January 9th. Dr. Mosely is the Englishman who initiated the idea on international exchange of teachers, and is the author of the phrase, "The New York teachers are composed of old maids of both sexes."

* * *

Advance proof of the meeting of the Department of Superintendence, N. E. A., has been received. The meeting will be held in St. Louis on February 27-28-29. In addition to the general sessions, there will be round tables of State and County Superintendents of Smaller Cities, National Society for the Study of Education, Society of College Teachers of Education, National Committee on Agricultural Education, and Educational Press Association of America. For the first time in its history the National Council of Education will hold a session at this season, and the Department of Normal Schools will also hold a special session. Superintendent Chas. E. Chadsey of Denver is president of the Department of Superintendence, and Chas. H. Keyes, executive secretary, Committee on Safety of the city of New York, is president of the National Council.

President Benjamin Ide Wheeler spent the latter part of January visiting high schools in Southern California, and incidentally to offset any movement towards establishing a new State University in the southland.

* * *

J. F. Barbee, ex-superintendent of Mendocino County, died at Berkeley recently. He was engaged in the real estate business. His death was sudden, and the San Francisco Examiner published a sensational account, intimating that his death might have been due to poisoning. Mr. Barbee had a fine record as a school man, and his many friends in Mendocino and throughout the State will regret his untimely death.

* * *

Mrs. Mary J. Parolini, principal of the Cleveland School, San Francisco, died January 11, 1912. Mrs. Parolini was an honored member of the San Francisco School Department for forty-six years. She was a woman of fine personality, honorable in all of her dealings, and helpful with her friends. Her life was one of unselfish public service.

* * *

The following officers were elected by the Federation of School Women's Clubs: President, Effie B. McFadden of San Francisco; vice-president, Mrs. Edna Orr James of Fresno; secretary, Mrs. M. M. Fitzgerald of San Francisco; treasurer, Miss Jessie Williams of San Jose; auditing committee, Alma Patterson of San Francisco and D. Lena Lottman of Stockton; executive board, Mrs. Lawhead of San Jose and Miss McCurdy of San Francisco.

* * *

The genial J. G. O'Neil, ex-superintendent of Nevada County, fell from an apple tree on January 13th and was seriously injured.

* * *

State Superintendent of Public Instruction Edward Hyatt, has announced that data has been prepared in his office showing an increase at this time of 26,250 children attending the schools over the total attendance of last year. This increase has caused the employment of 875 more teachers than were engaged in the California schools last year. While it is not announced officially, the great increase in attendance is probably due largely to the new law which fixes the apportionment of school money upon the average daily attendance, instead of the old school census.

* * *

The largest class in the history of the institution was graduated in December from the State Normal School of Los Angeles, there being 54 diplomas presented to 53 young woman and one lone man.

* * *

Cafeteria luncheons for the school children of Pomona is the plan of the Federation of Parent-Teachers' Association, which held a meeting on January 13th. Parents and teachers from nine schools were present, and each favored the proposition. It is proposed to serve the warm luncheons to the children at a nominal cost. This plan, say the members of the federation, has worked successfully in many cities of the East.

* * *

Noel H. Garrison and family have moved to Stockton from Merced. Garrison was principal of the Merced High School and resigned to accept the principalship of the local institution. He was Latin instructor in the Stockton High School some years ago.

* * *

We are indebted to W. G. Hartranft of the Silver, Burdett & Co. for a very fine calendar and memorandum case.

* * *

Dr. Ernest Bryant Hoag, Department of Hygiene, U. C., author of the best seller, "The Health Index of Children," published by the Whitaker & Ray-Wiggin Co., has prepared a series of five lecture subjects as follows: "The Sins of Parents," "The Sins of Teachers," "The Sins of Doctors," "The Nervous Child," "The Physical Observation of Children," "The Health of Teachers," "New Problems in School Hygiene," "The Public Health Movement," "Efficient Living," "Ancient Superstitions and Their Modern Survivors."

* * *

Congressman Needham has sent seeds to Fresno to plant on vacant lots by the school children.

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Book Notes

"Tell It Again Stories" by Elizabeth Thompson Dillingham and Adelle Powers Emerson, kindergartners in the public schools, Worcester, Mass. Ginn & Co., publishers. Price 50 cents. This is an excellent supplementary reader for the upper primary grades and just the book for the mother and the teacher of the smaller children to have at hand. "Tell It Again Stories" is presented as the result of several years of practical work. It comprises forty-two stories, including fairy tales, and myths, holiday, animal nature, and Bible stories.

* * *

"Haasan in Egypt" is the latest book belonging to "Little People Everywhere Series," published by Little, Brown & Co. Price 60 cents. In this story of Haasan in Egypt we may live for awhile in the "oasis of roses," journey to Cairo, sail up the wonderful Nile River, stopping here and there to visit the ruins of some ancient city, see the great dam which the English have built at Assuan, and then suddenly catch a glimpse of a mirage, a vision of home which sends us hurrying back from this land of golden sunshine. A most fascinating little volume which every boy and girl will enjoy.

* * *

"Heroes and Greathearts and Their Animal Friends" by John T. Dale. D. C. Heath & Co., publishers. Price 60 cents. The purpose of this book is to awaken admiration for heroes and a desire to imitate those who have combined goodness, greatness, and the spirit of kindness. The numerous anecdotes of statemen, philanthropists, poets, explorers, and authors, in which their friendship and love of animals is briefly and vividly set forth, will exert a potent influence. While the spirit of kindness and consideration for those who cannot speak for themselves pervades the book, it has freshness of interest and vitality that will inspire young people to read it for its own sake. Thus, one chapter is devoted to great generals and their horses, and tells of Grant, Sherman, Lee, and Custer. There are pictures of both Grant and Lee, and many other famous people, including Queen Victoria, Bismarck, Garibaldi, Lincoln, Cleveland, Daniel Webster, Gladstone, Audubon, Sir Moses Montefiore, Burns, Browning, Dumas, Dickens, Longfellow, Whittier, Scott, Stevenson, etc. There are also many pictures of animals reproduced from the work of great artists.

* * *

"Our Common Friends and Foes" by Edwin A. Turner, Illinois State Normal University. American Book Co., publishers. Price 30 cents. This is a collection of original stories, relating to the toad, the quail, the bumblebee, the chickadee, the ant, the cabbage butterfly, the mosquito, and the fly. It is intended for use for supplementary reading in the third and fourth years of school. The stories are pleasantly told in any easy, straightforward manner, which will attract and hold the interest of young readers.

* * *

"An American History" by David Saville Muzzy, Ph. D. of Columbus University. Ginn & Co., publishers. Price $1.50. This volume represents the newer tendencies in historical writing. The author in a systematic way presents the gradual development of our institutions. The details of military campaigns are boldly omitted. The potent forces in our history are made prominent. More than one-fifth of the history is devoted to recent historical phases of our social and political life. The illustrations are new. The book is well written and printed, and the author has the right angle on modern historical truth.

Phillip Van Ness Myers, the author of "Ancient History," "A General History," "A History of Greece and Rome, Its Rise and Fall," has been spending some time in Southern California. He is interested in the Colorado Desert Country and is also making a special study of the use of school grounds and buildings for social service function. The books of Dr. Myers are used very extensively in the secondary schools of California and are the most popular series published.

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Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

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THE

WESTERN JOURNAL OF EDUCATION

Vol. XVII SAN FRANCISCO, FEBRUARY, 1912 No. 2.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

About the Holidays

The law in regard to holidays to be observed by public schools is in a puzzling condition. This did not become manifest until the coming of Lincoln Day, February 12th, since when we are having an ocean of inquiring letters. The following remarks will answer all of them at once and will perhaps save others the trouble of writing in the future.

The latest and most authoritative enactment on the matter of holidays is Section 10 of the Political Code, adopted in 1911 and repeated on page 223 of the latest School Law. It prescribes definitely that the public schools shall be closed on Saturdays, Sundays, Decoration Day, the Fourth of July, Christmas, New Year's Day and any others set apart by the President or the Governor as days of public fast or thanksgiving—such as Thanksgiving Day, for instance.

* * *

A Further Provision

This law provides further that on the other prescribed legal holidays the public schools shall remain open and shall hold exercises to commemorate the occasion. This would include such days as September 9th (Admission Day), first Monday in September (Labor Day), October 12th (Columbus Day), February 12th (Lincoln Day), February 22nd (Washington Day) and March 7th (Bird and Arbor Day). Three of these holidays had just been newly added to the list and the Legislature felt that the work of the schools was being seriously encroached upon. Therefore it definitely prescribed which days should be observed by dismissing the schools and which should not.

* * *

The Safety Valve

As a safety valve, however, this same law further provides that school trustees have the power to declare holidays for their own schools when in their judgment good reason exists therefor. Some schools, under this provision, have declared Lincoln Day a legal holiday and have dismissed the children altogether for the day, not holding any commemorative exercises at all. Others have followed the earlier Act of 1909, which makes Lincoln Day a holiday, by holding exercises in the forenoon and dismissing school for the rest of the day. Apparently neither of these dismissals has color of law. It is the evident intention of the Legislature to require the schools to hold exercises celebrating the holidays not specially excepted by law and to continue the school during that portion of the days not occupied by the exercises. Doubtless the trustees could declare it a holiday and dismiss the school for the rest of the day after the commemorative exercises were held, when in their judgment good reason existed for such course. This should be done by a regular and recorded action of the Board, as there is nothing in the law to warrant the dismissal. The whole matter may perhaps be summed up in three sentences:

1. The schools should be open upon all days during the term except the six that are specially excepted by law, as above.
2. The trustees of any school may give other holidays when good reason exists for it.
3. Certain legal holidays should be observed by suitable exercises in the schools.

* * *

Wanted: School Architectures

We are very much in need of some extra copies of our old handbook of School Architecture which was distributed to the superintendents a year or two ago. It is in constant demand and if we had a few office copies to lend out a week or so at demand they would be very serviceable. We have had to refuse giving it out for nearly a year, yet there are persistant calls continually. Please look over the back shelves in the superintendent's office and among the piles of pamphlets. If you can find it and can spare it, we will gladly pay the postage here.

* * *

A Splendid School

The liveliest and most enthusiastic school man in California in the celebration of Lincoln's Birthday is W. W. Stone, the principal of the Lincoln School in San Francisco. This year he had a special stimulus to his liveliness and enthusiasm—the gift of a commodious and elegant new school house from the city. It is built in Mission style, with a hollow court in front, and is certainly a beautiful example of school architecture.

On the platform to celebrate the occasion were Dr. D'Ancona and Mr. Power of the Board of Education, Mr. Roncovieri of the Superintendent's office, Joseph O'Connor, Bernard Marks and others of the teaching profession. The special place of honor, however, was given to the veterans of Lincoln Post of the G. A. R. These were in uniform and marched with rifles and took a prominent part in the speeches and ceremonies. The songs and recitations were by the pupils of the school, under the skillful direction of their teachers. Mr. Stone closed the day with a touching and affecting address. He is himself a gray-bearded veteran of the Civil War and a member of the Post.

* * *

Chance to 'Spress Yourself

The text-book committee is anxious to know whether or not the schools of the State desire to continue the use of a text book in primary history. No dissatisfaction appears to exist with the present text but the contract is about to expire and the question is whether it would be better to renew the contract or to dispense with such a book altogether. In this event, beginning history would be taught by stories, supplemental reading and the like. If you have any decided feeling or choice in the matter, the secretary would be glad to get your letter to file as evidence.

* * *

Anti-Fraternity Law

It is a matter of general interest that the Appellate Court has given a very forcible and flat footed settlement of the Anti-High School fraternity question. In the judgment of the Court the law as it stands on our statute books is constitutional and legally sound in every way. High school authorities in this State thus have ample powers to wipe out the fraternity evil and it is their duty under the law to do so. Almost without exception these fraternities have a bad effect upon the discipline and the morale of the school, and they injure the feelings, damage the self-respect of a million youngsters. The boy with heavy shoes and the girl without a picture hat should have just as many rights and privileges in an American public school as anybody else.

The human race is divided into two classes—those who go ahead and do something, and those who sit still and inquire, "Why wasn't it done the other way?"—Oliver Wendell Holmes.

Arguments For Public School Department Handling Playground and Public Recreation Activities

Just what form of organization will ultimately control the playground and public recreation activities of the cities and towns, and even the country districts, no one seems to know. The condition at present is chaotic—private organizations, school boards, park boards, special committees of council, playground commissions, public recreation commissions and combinations of two or more of these are found developing and managing these activities in some five hundred towns and cities. of the United States today. There is as yet no settled policy. The distinct tendency seems to be, however, towards the Public Recreation Commission, especially in the larger cities. But the tremendous social awakening of educators, with the consequent tendency of the socialization of schools systems; the popular demand that there be greater public use made of the vast school properties, the growing dissatisfaction with the school system as an academic machine in no great degree related to the practical problems of life and a gradually growing concept of what education really is as related to physical power, moral stamina and practical efficiency makes the school system a tremendous factor to be reckoned with in relation to the controlling agency of this great new movement included under the head of playgrounds and public recreation. The rapid expansion of school systems of cities of the Pacific Coast, into this field of social, educational-public activity warrants a discussion of the claims of a school system as the ultimate controlling factor in the handling of these problems.

Location

In the nature of things the school grounds and buildings are distributed in such a manner as to correspond to most effective playground and public recreation plans, being within easy reach of every children, young person and adult of each community of the town or city. The school building and ground is likewise the natural center in the country.

Size

With the exception of the older and more crowded sections of the cities of the Pacific Coast, the school grounds are fairly adequate for the play of the children and the larger girls and in many cases for the activities of the boys as well. Vast sums of money are being expended for the enlargement of school grounds, as for example in Oakland a half million dollars bond issue was voted last summer for this purpose. Portland will have expended close to a half million for the same purpose by the end of this school year. Seattle has an average of about two acres around each school building. School building of the future on the Coast will be located upon plots of ground anywhere from three to twenty acres. This is a fairly definite policy of most school boards of the cities of the Coast now. In somes large athletic fields are being secured, in no wise connected with a school building. The great stadium at Tacoma is a school property.

Buildings

The school buildings furnish natural centers for social and civic meetings of adults and for recreational activities for all the people, young and old, and saves the expense of a duplicate system of municipal recreation buildings. Seattle has just opened two recreation buildings, each within the shadow of a public school building which with just a little remodeling would have answered all the purposes of the recreation building.

Equipment

The great majority of the schools have much of the equipment for the carrying on of this wider educational-social, civic, play and recreational activity. The buildings that are being erected now are being so constructed as to meet quite adequately these wider uses—some quite elaborately. Seattle, Portland, Tacoma, Oakland, San Francisco, Los Angeles have already pretty definitely settled upon this policy not to mention the smaller cities like Riverside, Everett, Alameda and others and the country districts. The two new buildings erected in Alameda last summer are good examples of this new type of construction. With the auditoriums, manual training shops, domestic science and sewing rooms, the shower baths (should be swimming pools in all the high schools at least also) libraries, refectories in some cases, kindergarten rooms useful for small gatherings and club meetings, etc., there is ready at hand the neecssary material machinery for the evening work.

Spirit

The school properties are the natural focal points of collective American community life. The school is the most characteristically American institution that we have. It is the common meeting ground of the people irrespective of class or creed. This is a tradition that is old and well established but unfortunately in this present day largely in theory only. The movement for social centers is a practical awakening of this tradition and spirit. The school house bids fair to become again the center of all forms of social, civic, artistic and recreational activity of community life. It is not too much to say that the preservation and the future development of American Democracy depends upon the development of some such common institution. It is quite possible to establish a new institution —the municipal recreation building—but is it worth while, is it esonomical when this institution—the public school building, is ready or can be made so very easily?

Organization

In most school systems the social human machinery is lacking at the present time. School Boards, Superintendents, Principals, and teachers lack the social vision. However the same may be said of many municipal systems. No system can grow unless the intelligent interest and the spirit of the people is in and behind it It may be quite as easy to arouse this interest centering in the school as to arouse interest in an entirely new type of organization—much easier perhaps in the long run. The educational leaders, with all their lack of social vision do understand keenly one of the most vital needs of the whole plan, viz, adequate and careful supervision. With the Normal School and Universities of the Coast developing playground and recreation courses for the training of social leaders, thus turning out a new type of graduate—the future citizens, teachers, principals, superintendents and school boards, there is surely to be a rapid change in the outlook and methods of educational systems. I would say that within five years time, with the rapid rate that is now being made the whole fabric of the Coast public educational systems will be permeated through and through with a social spirit and vision. Tacoma will perhaps have this year a social superintendent—Los Angeles is planning to have such an official soon—Oakland must have when the new type of buildings are completed and San Francisco likewise. When such an official is secured the remainder of the organization, directors and assistant directors, special instructors in dramatics, club work, hand work of various kinds, gymnastics, etc. must follow as a matter of course.

Funds

I am inclined to believe that as much and probably more money can be secured through school departments for playgrounds and public recreation as through any new department of the city government. Instance Oakland where $2,000,000 were voted for modern school buildings and $500,000 for school playgrounds. Portland will have expended by the end of this school year nearly a half million of dollars for school playgrounds—all this within a year and a half—Oakland would not, I believe, have voted such a vast sum for the playground department. This sum will immediately make available a great property that can be used for social, civic and recreational activities of a large number of the communities of the city. The social "engineer" is the remaining great need.

It is quite probable, however, that larger sums of money can be secured for actual running expenses of a separate department at this time. In all the cities of the Coast, larger and larger appropriations are being made by playground commissions and park departments for this purpose. It is true of course, in Los Angeles, larger appropriations are being made for social developments in the school department also. It is a matter of education and understanding on the part of school authorities and especially of the public.

As to the question whether the money will largely be used for the old line of school activities and that in time of "Famine" the social, recreative and civic features will be cut off first, I believe that for some years yet this would likely happen in most school

systems. A couple of years or so ago this happened in Los Angeles in the case of the playground features of the public schools. But this is probably incidental to the rapid growth of the cities, demanding great expenditures for buildings and equipment in order to keep up with the ever increasing number of children and also to a lack of appreciation of plays and games and various other forms of recreation as a great social and educative force.

Cooperation

The cooperation of school boards with other departments of the city government and with other agencies in general is fairly well established and can, in my judgment, be more readily extended than cooperation of an entirely new body with older departments. Many of the difficulties that now exist in the relation of school departments with other departments can be remedied by legislation and by tactful management. There is no particular reason why the supervisory activity of a school department, through its social "engineer," should not be extended over properties belonging to the Park Department, Water Department, Department of Docks, Streets, etc. This is already being done in some parts of the Coast to a certain extent. Limited authority here, from a legal standpoint could be extended by proper legislation. Cooperation with Health Departments, Library Departments, Legal Departments, Police Departments, etc. is well established in most cities already. One of the most vital points of cooperation, viz, with the Home, is being more firmly established year by year and can only be developed as this larger social, educational ideal, is developed. This is tremendously more important, I believe, than cooperation with any other institution in the community.

Political Influence

The dangers are about equal in either case. Under the present system of appointment of members of special commissions there is grave danger of undue political influence. This has been the case in one or two instances already on the Coast, working much harm to the efficiency of the public recreation system. That politics creep into the school systems is well known but on the whole the standard of the selection of school boards has been and is high.

The value of plays and games and various forms of adult recreation, as a great educative, social, moral, physical force has been left out of this discussion. The aim was rather to present certain practical, concrete phases of this subject that have arisen within the past few years. In a subsequent article the claims for a special commission—Public Recreation Commission—will be presented.

L. H. WEIR,

Field Secretary Playground and Recreation Association of America, Pacific Coast Division, 1058 Phelan Building, San Francisco, Feb. 9, 1912.

* * *

Milo A. Tucker of Los Angeles has been elected to a position in the Commercial High School, San Francisco.

Historical Readings

The California State Text Book Committee in voting to do away with a required text on Primary United States History acted strictly in accord with the most recent thought on this subject.

In their Report of 1910 the Committee of Eight, appointed by the American Historical Association to make out a program in history for the elementary schools, makes this recommendation in regard to sixth-grade work: To present those features of ancient and medieval life which explain either important elements of our civilization, or which show how the movement for discovery and colonization originated; to utilize the child's experience and knowledge in such a way as to impress upon his mind the elementary fact that Americans came originally from Europe and brought with them all that the Europeans up to that time had learned; in other words, that the beginnings of American ways of living are to be sought far back in the story of the world.

It is the purpose of Miss Lansing's "Medieval Builders of the Modern World," published by Ginn & Company, to meet this recommendation by marshaling the wealth of fascinating story material which has come down to us from the Middle Ages into orderly form in its relation to the world of today.

"Barbarian and Noble," the first book of the series, tells of that early period when Europe was the meeting place of many races and tribes who were later to make up the nations of the modern world. In its details are many bits of epic prose, many scenes from the life of the time, and many pictures of well known heroes. Through it all can be clearly traced the line of progress which made the barbarian of one age the noble of the next, each adding in turn his quota to modern civilization.

In "Patriots and Tyrants," the second volume of the series, the stories show how every patriot, from the Teuton in his barbaric independence to our forefathers rebelling against the tyranny of George III, was working for the universal rights of man. The book covers the development of our modern systems of free government, and, in its elementary way, may be called a textbook of civics in story form.

The following well-taken criticism by one of the members of the Committee of Eight indicates in a nutshell the purpose of the series as a whole:

"Taken by itself, the picture of this great period as given in 'Barbarian and Noble' seems to me too simple to be true and adequate. I note, however, that later volumes are so planned as to give other phases of the life of the people. If these later volumes are so written as to connect their stories with each other and with the great events described in the present volume, the series will be invaluable as a preparation for the study of modern nations."

Mr. Thurston has here forecast Miss Lansing's plan and given it his approval. With the publication this month of "Patriots and Tyrants" it is well under way. Those two books cover the political side of the story of the Middle Ages, bringing the Teuton passion for independence to its latest expression in sending the Pilgrims to found a new nation of liberty across the sea.

"Kings and Common Folks" and "Cavalier and Courtier" will represent the social side of the Middle Ages; "Craftsman and Artist" and "Sea Kings and Explorers" will interpret the point of view of its contribution to the present. Each book will emphasize its own point, but will pick up and carry along the threads of the other books.

* * *

WHAT A HIGH SCHOOL PUPIL SHOWS

A committee was appointed at the Hanford meeting of the C. C. H. S. principals to (1) make a list of abilities which should be developed in H. S. pupils; (2) make a place for testing pupils as to whether they possess these abilities; (3) formulate plans for developing power where it seems to be lacking.

As preliminary to the first step I send you the accompanying list. Will you be kind enough to criticise, suggest additions or eliminatings and to answer the questions at the end.

Yours sincerely,

Oscar Abbott, Chairman.

Coalinga, Calif., Jan. 25, 1912.

A pupil at the end of his high school course should be able:

1. To interest himself in his work
2. To work for distant aims
3. To work hard at his study
4. To memorize well and with a good system
5. To understand
6. To pick out the important points
7. To find data
8. To reason from data
9. To compare different accounts and weigh evidence
10. To answer separate and definite questions
11. To make a connected and complete whole from separate parts
12. To give an account of the whole
13. To condense into a complete statement of small dimensions
14. To illustrate and enlarge
15. To experiment according to instruction
16. To build generals from particulars
17. To apply laws
18. To invent his method of experimentation
19. To gage his work (evaluate it)
20. To manage himself
21. To study independently, making his own plans and furnishing his own energy
22. To enjoy study, literature, art, etc.
23. To create (e. g. literature).

Should the development of power in these different directions be one aim of the school?

* * *

The Kate Kennedy Club, the most influential club of women school teachers in California, met at a quarterly banquet on Saturday evening, February 16th, at Tait's. Mrs. M. M. FitzGerald was elected president. Miss Deane and Mrs. Kincaid were made honorary members. Dr. Adelaide Brown was the principal speaker.

Superintendent Hyatt's Blue Bulletin to the School People of California

Interest in Free Text-Books

The Shanahan Amendment to the Constitution is attracting plenty of attention nowadays. It was passed by the late special session of the Legislature and will be voted on by the people at the regular election next November. It provides, in brief, two things —that the State shall furnish text-books free to the pupils of the elementary schools of the State; and that the Legislature shall provide for a State Board of Education by election or by appointment. No details, you observe, as to how either of these things shall be accomplished. The Legislature, in case the Amendment carries, must pass the necessary enabling acts in 1913, prescribing how and when things shall be done. These would probably become operative July 1, 1913, the earliest date that any actual changes would be felt.

Principle of Act is Right

For my own part, I shall vote for the Amendment and do all I can for it, believing in the principle of free text-books the same as in free lead pencils, free desks, free school houses. It seems absurd to me for a great people to furnish 97 per cent of the educational equipment free to its children and then suddenly halt, snort and plant its feet affrightedly at the remaining 3 per cent for text-books.

Even in my own brief life at the capital I have seen not less than six efforts for free text-books crumple up and go down to swift destruction. They hadn't a chance in the world. There are opposing interests that make it well nigh impossible to get such a measure before the people. It has never happened before. A very unusual combination of favorable conditions, legislative and administrative, has enabled it this time to come to a vote. I feel like welcoming a rare opportunity to establish the principle of free text-books, without being hypercritical or over nice as to the particular way in which it is presented. Flaws, objections, different opinions are easy to find and would be as thick as blackberries with any plan that could possibly be conceived. But the great thing is to gain recognition for the principle; it can be pruned and shaped when it is alive, but not when it is dead and buried.

State Board Provision

The State Board of Provision scares some people, because it entrusts the formation of the Board to the Legislature. It will make the Board the football of the Legislature, they say.

Still, it is very generally conceded that the Board should be organized on a different basis. If it can be changed, somebody has to change it. Who will do it if not the Legislature? Who will do it better than the Legislature? True, the Legislature might make a mess of it. But then again they mightn't. Anyhow, they come straight from the people of the State and they have a better right to make messes and to cure them than any one else has.

It seems to me that this is not a matter to stand in the way of so great a thing as recognition for the principle of free text-books in California.

Attendance Law Still Worries

The marking of attendance under the new law continues to excite inquiry, objection, and sorrow. Many people would rather go back to the old way of marking pupils present while they are partly absent rather than to count them absent when they are partly present. But the fact remains that the law prescribes the quarter day as the unit of attendance and prescribes that only complete units shall be considered in the apportionment of funds.

Now it is quite right, the while we are complying loyally with the law as it stands, to discuss it, study it, and resolute about it to the greatest possible extent. It is only a year now until the Legislature again meets in regular session. If the present law is bad, it can be changed. If it needs addition, that can be made. If it is better to go backward, that also can be done. Anything that can be agreed upon by the school people of the State in this matter can be brought about.

So let us twelve thousand teachers try it out squarely for a year and then lift up our twelve thousand voice and 'spress ourselves pointedly.

Long Term Versus Short Term

It is true that under the law a school with a short term draws just as much money as with a long one. That is, a school with an average daily attendance of twenty pupils for a six months (minimum) term draws the same money as a school with an average daily attendance of twenty during a ten or a twelve months term. It is also true in the same way that a school with a short day draws as much money as a school with a long day.

The school board in each district has authority to fix the hours of its own school day. The approximate one-fourth of the day as so fixed is the quarter-day. Quarter-days impaired by absence or tardiness are not to be counted in computing apportionment. It seems theoretically unfair, untrue, unjust, to count a pupil as absent for a whole quarter when he was only tardy a minute. This all disappears in practice, however, for the pupil can easily complete his quarter-day by doing a minute's extra work at the close under the teacher's direction. The hobgoblins mostly disappear when we get close to them. The thing was intended to be a powerful stimulus to regular attendance. Each teacher in the State will find it necessary at the end of the term to make a sworn statement of the number of completed quarter-day's attendance that have been recorded for the pupils of the school. Try it a year and see how it works.

Work, Not Time, Made Basis

The high school principals, under the leadership of Mr. Avery of San Jose, made a strong appeal to the State Board to base the high school day upon actual work done rather than upon the number of hours put in by the pupils. This was granted by fixing four regular recitation periods as the minimum day for the high schools of the State. That is, the pupil who engages in one recitation or laboratory period is present a quarter-day; two, a half-day, and so on.

Of course, if the day be based upon the actual work done it would not be possible to mark part-work pupils as present all day, no matter how long they remained in the school house. The question is "What part of the regular course did the pupil do today?"

Each high school board has authority to fix the number of periods constituting the day for its own school, with a minimum of four.

Anti-Frat Statute Is Reaffirmed

The law against high school fraternities enacted in 1909 has just been reaffirmed by the Appellate Court at San Francisco. The decision of the judges was unanimous to the effect that the law is entirely constitutional and proper in every way and that it should be enforced by every school board in the State. This precedent will probably settle the thing without further question, although the lawyer in the case stoutly swears he will carry it to the Supreme Court of the United States. The matter came up by a law suit in the superior court by the friends of Doris Bradford, a San Francisco school girl who was expelled from school for insisting upon her right to disregard the law by violent activity in the Gumma Chu Sorority—or was it the Eta Bita Pi?

Of course all this seems like taking candy from a kid; but it will be remembered that sometimes it is neecssary to take candy away from some kids for the sake of their future stomachs. The fact is that our large schools are becoming altogether too full of the fuss and furbelow of fashion. It is not good for the children in the public schools to ape their fashionable elders by dividing up into cliques and castes based upon money or social standing or fine clothes. But that is exactly what these sororities and fraternities do. Further than that, they impair the discipline of the school and they abuse the feelings, the self-respect, of the pupils who can not keep up with the pace. So far as possible our public schools should be simple and democratic, where one has the same chance as another, where the future people of the nation learn to live together and understand each other. This is a patriotic thing to bring about; and lawyers, parents and friends are doing an ill deed for their country when they aid, abet and encourage callow youngsters in precocious folderol.

New School Laws Are Shipped

The new school laws and the new school registers have all been shipped out to the county superintendends. Many who read this have been annoyed and exasperated to the breaking point because the documents didn't come sooner. If such persons will kindly multiply their own exasperation by thirty thousand, they will have an approxi-

mate idea of what our own exasperation has been here—for we have been waiting for thirty thousand copies instead of one. The circumstances were such that it couldn't be helped. Please remember that requests for either of these publication should go to the nearest county superintendent, not to Sacramento, for we have sent out all but a few for emergencies.

Physiology Ready for Teachers

Teachers and superintendents are reminded that the new text-book in Physiology is now on sale and that each teacher is entitled to a desk copy at public expense. The county superintendent can order the supply for his county by a requisition on the unapportioned county fund. He can not order them to be sent out separately. to each teacher, however, unless it be through his local dealer. The little book is most simple and interesting, and can be used in any grade from the third to the eighth. The parents will probably enjoy reading it, too, and it will do them good. Possibly another primer on the subject later, if needed.

Alter Time Apportioning Funds

Has every one observed the fact that a marked change has taken place in the time of the apportionment of State school funds? Formerly it came in January and July. Now, under the operation of Tax Amendment No. 1, the money will come much earlier, probably in September and February as a regular thing in the future. This year the first apportionment was made in October, and we expect to make the next one about March 1st.

The result of the new scheme seems likely to be about this: more money will go to the counties upon the teacher basis, and less upon the basis of average daily attendance. How much more and how much less can not be exactly told until it happens.

Poll Tax Issue Has Two Sides

J. D. Sweeney of Red Bluff, a veteran school man of Northern California, is calling attention to the fact that there are two sides to the matter of abolishing the poll tax. The assessors are always opposed to the poll tax because it is difficult to collect and makes them unpopular with the tax dodgers. Yet, it must be remembered that this amounts to three quarters of a million dollars per year, and that it all goes to the support of the schools. Wipe this out without making provision for other money to take its place, and the loss to the schools will be embarrassing in the extreme. It will have to be met by raising the taxes on property. It is a popular thing, to abolish the poll tax, but it is well to look before the leap; well to consider carefully what use is made of the money and what will supply its lack; well to find out whether it is really a reform backward or forward.

Lotus Delta Coffman: Many who enter the teaching profession invest little in themselves; they risk little and gain little, but their little risk and little gain are checks upon the more rapid advance of the profession as a whole.

Reform That May Suffer a Bad Back-Set

In the reaction which has set in for reform, the school system is very apt to suffer unless the friends rally to the cause. As predicted by us before its enactment, the new tax law has caused a decrease in the funds and a short term this year will be the result. Part of this is due to the law increasing the number of teachers very materially without any additional funds for the support of the schools. The proposed free text book plan will also result in crippling the schools unless at the same time some provision is made for the money to pay for the books. This will have to come out of the public pocket and will mean higher tax rates. As we have already set forth, we do not greatly favor this new venture for reasons then stated. But probably when put before the people it will be carried unless the joker which attends, and of which we may say more later, does not defeat it. But care must be taken that adequate funds are supplied at the same time.

But it is of another move that we propose to speak this time. That is the proposal to abolish the poll tax. This tax is not popular, no direct tax ever is. Many men dodge it, and are thus made to be dishonest. The same is true of property tax. How many are there who evade giving to the assessor the correct rating of their stock? How many resort to ways that are dark and tricks that are queer when the first day of March comes. It is fortunate that a large number of owners take a more patriotic view of the matter and aim, as far as is possible, to give in what they possess.

The tax collectors are opposed to the poll tax because it does not make them popular with the dodgers. The same is true again with regard to any direct tax. Now how does this affect schools? Because, as most know, the state poll tax, amounting to hundreds of thousands of dollars yearly is devoted to the schools. Wipe this out at once without any provision for more money from other sources, and the loss to the school work will be great. Further, if the poll tax is abolished the tax rate on other forms will be increased. In fact, the property owners will be compelled to pay not only the equivalent of their own polls but that of all those now subject to poll tax but not property owners. There are hundreds of men who take all the advantage of our free institutions, the protection of our government, the refuge of our hospitals, and the privilege of voting with the immense expense attached thereto, and the only part they have in bearing the expense of all this is the poll tax which they now pay, or should pay.

Any man who takes advantage of all our beneficiences, and yet is unwilling to pay a few dollars to help bear the burden, which unless he helps, will fall heavier upon all others, is not worthy of the rights appertaining to citizenship. There may be extenuating conditions which entitle a man at times to being released from such obligations, and when such is the case we are all ready to help lift his load. If the poll tax is to be abolished, some provision should be made whereby every man is required to give some aid to state and local government as they are the points which most closely touch every citizen, and if our schools are to remain the bulwarks of our free institutions, every patriotic man should be glad to have a part in their support.

In this position, we are making no defense for poll tax, but are simply setting forth a general proposition as to the duty of all who are looking to our state for protection. The abolition of poll tax will fall upon the schools unless the deficit is provided for, and that will mean that those who have property will have to add this additional burden to their load.

J. D. SWEENEY.

State of California
Office Superintendent Public Instruction

Sacramento, February 4, 1912.

Editor Western Journal of Education,
San Francisco, Cal.

Dear Sir: The above article has been taken from The Red Bluff News. This article is timely not only for the schools but for the taxpayer. For the school year closing June 30, 1911, there was paid into the State School Fund the sum of $739,323.80, all coming from the poll tax. This is the only tax that is collected from the Asiatics that come to this coast to enjoy the benefits of higher wages. They have no real estate and no personal property. They use our roads and in many instances their children attend school. We pay the bill. The assessed valuation of all property in this State is $2,599,916,690. To produce the amount that was paid into the State School Fund from the poll tax would require a tax of nearly three cents on each one hundred dollars' valuation. This money if apportioned on the average daily attendance in the elementary schools, and this is what would happen, would give $2.81 on the attendance of the school year closing June 30, 1911. The man who owns personal property or real estate or both must pay this tax or the schools must fall short in the money the State has been giving. The property owner must pay this poll tax either in the spring or in the fall for it will be charged to his taxes in the fall if he does not pay it in the spring. The man who has no property may escape this tax but he should be willing to have some interest in the State Government and to show that by paying the sum of two dollars per year to educate the children he or his neighbors may be the parents of.

JOB WOOD, Jr.,
Statistician, Office of Supt. Public Inst.

Helen C. Putnam, Providence, R. I.: No good home maker has the dirty floors and atmosphere with which we shut up children and instructors. A few schools are clean and wholesome. To make all so means insistence on trained caretakers, stopping the smoke nuisance, better made and cared-for streets. We have also lessons to learn from fresh-air schools.

Kate Douglas Wiggin, L. L. D. the Author of "Rebecca"

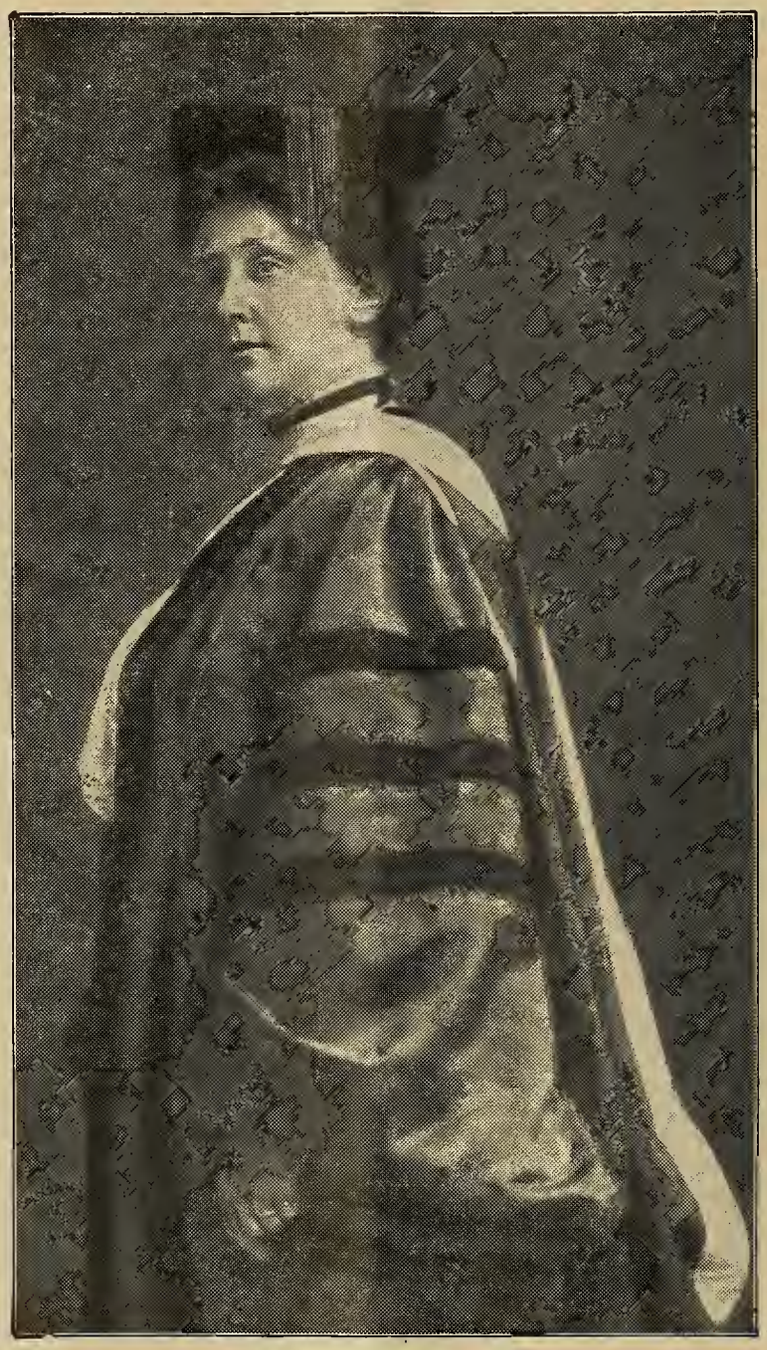
The Beautiful Scenic Play That Will Be Produced at the Columbia Theatre for Two Weeks Beginning Feb. 26th

Wherever Froebel's principles of education are known, the name of Kate Douglas Wiggin is honored, and it is inseparably connected with the kindergarten work of California. As director and organizer of the famous Silver Street Kindergarten, (1878), the first institution of the kind west of the Rocky Mountains; as writer of the charming, witty, thoughtful, magnetic reports of that work, which circulated all over this country, and made thousands of converts for the cause; as organizer in 1880 of the California Kindergarten Training School, with its four hundred graduates, her name, like Abou Ben Adhem's, "leads all the rest." She prepared herself for her chosen work in Los Angeles under the direction of the veteran kindergartner, Emma Marwedel, who had journeyed there from Washington, D. C., to expound the kindergarten gospel. Her first practical work was in Santa Barbara, where for one year she taught a private class, but at the end of that year a larger work claimed her. Felix Adler, the noted preacher, teacher, and author of New York, came to San Francisco in July, 1878, and by virtue of his enthusiastic belief in the kindergarten he gathered about him a company of California philanthropists, and the First Free Kindergarten Society of the Golden West was founded. Mrs. Wiggin, then Miss Kate Douglas Smith, was called from her home in Santa Barbara to direct the work, which opened at No. 64 Silver street in August, 1878; and then and there she began to extend acquaintance with child-types which is so markedly a feature of her books. It was here, indeed, at Silver street, while working long hours for, and with, the babies of "Tar Flat" that her two first books, "The Story of Patsy" and "The Birds' Christmas Carol" were written. Printed by C. A. Murdock & Co. of San Francisco, in the plainest of paper covers, they were sold privately for a number of years for the benefit of the Silver Street Kindergarten, even in that simple form reaching so large an audience that they came at last to the notice of Eastern publishers, the firm of Houghton, Mifflin & Company, who made an offer for them in regular book form. "The Birds' Christmas Carol" has now sold more than half a million copies, and has been translated into French, German, Swedish, Norwegian, Danish, Japanese and the Boer dialect, as well as issued in raised letter for the blind, while the "Ruggles Family" has become a household word in this and many other countries. "The Story of Patsy" has been a real contribution to the kindergarten cause, as potent a tract as was ever issued, in the influence it has exerted, and the converts it has made.

The Silver Street Kindergarten experiment was so successful from the beginning, attracting two thousand visitors in its first year and a half, and being hailed as one of the sights of San Francisco,—that it early attracted the attention of eminent citizens; of the late Adolph Sutro, of the Rev. Dr. Horatio Stebbins, of the well known educators, Prof. John Swett and Mrs. Mary Kincaid, of Raphael Weil and W. E. Brown, and of Mr. and Mrs. Charles Crocker. Their daughter, now Mrs. C. B. Alexander of New York, was an enthusiastic adherent of the work, and the chief supporter of the institution until the earthquake and fire of 1906 laid low the well known building with all records and contents, and closed the story of this notable work.

In the spring of 1879, less than a year after Mrs. Wiggin had taken up her labors in San Francisco, the well-remembered Sarah B. Cooper came to Silver street and had hardly seen the kindergarten when her heart clave to it as the magnet to the pole. From that moment until her tragic death, Mrs. Cooper's chief thought was the education of the child according to the principles of Froebel, and the golden chain of kindergartens, which she established, remain as her memorial to the city which can never forget her beneficent work and life.

The delightful garden of children which blossomed in the dusty purlieus of Tar Flat, and the magnetic personality of Miss Kate Smith, afterwards Mrs. Wiggin, attracted not only the notable persons above mentioned, but many earnest young women who longed to be of service to childhood. In the early years of the movement many of these received their kindergarten training from Miss Emma Marwedel, who had by this time removed from Los Angeles to San Francisco, but the demand that Mrs. Wiggin should take up this work, also, became so urgent, that after further study in Eastern kindergarten centers, she opened the California Kindergarten Training School in 1880. Among her first year's pupils, of whom there were but four, was her sister, Miss Nora Archibald Smith, who after her graduation became at once associated with



KATE DOUGLAS WIGGIN

the Silver street work, and was appointed associate principal of the training school in 1883.

The work of the two sisters in teaching, training kindergartners, and lecturing upon Froebelian principles, grew wider each year, and more and more young women came under their tutelage, the total number graduated from the California Kindergarten Training School from 1880 until Mrs. Wiggin and her sister left San Francisco for New York, being three hundred and fifty. Most of these were girls of a serious, thoughtful turn of mind, longing to be of service to the world, and Mrs. Wiggin's training stamped them with a high enthusiasm for their calling. As was natural, considering the circumstances under which they were trained, the majority of them undertook the management of free kindergartens, and by 1889 they had inaugurated kindergarten work in thirty-three towns of California, and were teaching outside of the State, in Arizona, Utah, Oregon, Texas and Wasihngton, Nevada and British Columbia. From all these towns today, and from many another Western hamlet, will come a host of pilgrims to the shrine of "Rebecca of Sunnybrook Farm," for it is safe to say that not one of the three hundred and fifty graduates of the California Kindergarten Training School will ever forget her Alma Mater, nor the famous woman who founded it.

Mrs. Wiggin says herself that the study of Froebel's philosophy is unique in its effect upon the mind and character, because it is a spiritual philosophy; and the girl upon whom its truths first dawn, feels, to use the old phrase, like the young convert who has just "experienced religion." Although but a girl herself, when she first became the leader of others, she was not too young to be vitalized by the enthusiasm of the born teacher,—the "teacher by the grace of "God," as the Germans say,—nor too young to feel to the full the enthusiasm for childhood in all its varied expressions which remains her distinguished characteristic. The picturesque life of cosmopolitan San Francisco as it ebbed and flowed by the Silver street doors is well reflected in Mrs. Wiggin's book, "Marm Lisa" and no more faithful picture of an erratic, rattle-brained, social "crank" was ever painted than that of one of its heroines, "Mrs. S. Cora Grubb." The malignant twins, "Atlantic and Pacific Simonson," are sketched from memories of the Silver street days, and so is that dumb saint of blessed memory, "Marm Lisa." Out of these days of ceaseless labor with children and their parents must have come the sympathy with, and the knowledge of human nature, that finally made "Rebecca of Sunnybrook Farm."

The training school and the three kindergartens were not the only features of the Silver street work, for Mrs. Wiggin early established there, the "Little Housekeepers' Class," where girls from eight to fourteen years might learn the elements of housewifery. By the generosity of the late W. E. Brown also, a Boys' Library and Reading Room was added, which was opened every afternoon, and to which kindergarten graduates and all other book-loving lads were welcomed.

In the hospitable building also met the California Froebel Society, of which Mrs. Wiggin was president, an assemblage of all the kindergarteners of San Francisco and Oakland, who gathered once a month to talk over problems connected with their work, and to hear addresses by their president and other noted educators. That their leader never lacked enthusiasm for her work is evidenced by the closing words of an address given to the California Froebel Society in 1884, which has been preserved by one of her admirers: "Take all the professions singly, or in a mass," said Mrs. Wiggin; "take all the good cheer of a physician who has saved his patient, the complacency of a lawyer who has cleared his client, the ecstacy of an artist who has wrought out his ideal, the rapture of a scientist who has discovered a new truth, the joy of a minister who has led a human being from darkness to light—multiply the sum by ten, and you will gain an idea of the glory of a child-gardener!"

This remark, made many years ago, shows in essence, many of the qualities of the author of "Rebecca;"—the happy knack of phrase-making, the telling way of making points, the enthusiasm for childhood, and the joy in work which have always characterized Kate Douglas Wiggin; first kindergartner, then author, then playwright. Anyone who ever came in contact with her, if ever so indirectly, will realize that her personality informs every line of the play entitled "Rebecca of Sunnybrook Farm."

Charlotte Thompson, who assisted Kate Douglas Wiggin in the dramatization of the latter's successful book and even more successful play, "Rebecca of Sunnybrook Farm," which will be seen at the Colubia Theatre, beginning Monday, February 26th, for two weeks, was a newspaper writer in San Francisco before she turned dramatist. Among other things she contributed a column to a weekly paper in San Francisco under the caption "The Ravings of Charlotte Thompson." Miss Thompson early imbibed a taste for the theatre, and before "Rebecca," which is the most successful thing she has done, she had written and had produced a number of plays. Henrietta Crosman and Florence Roberts have been seen in her plays, and others have been done in stock. Miss Thompson now makes her home in the East.

THE BERKELEY SUPERINTENDENCY

Supt. Frank F. Bunker was notified by three members of the Board of Education that his contract would not be renewed at expiration. Superintendent Bunker took the public into his confidence, and a petition will be circulated asking the recall of the members of the Board who opposed him. In view of the fact that if the adherents of Bunker, succeeding in recalling one of the three, he will have a majority of the Board. He has the best end therefore of the political situation and it is conceded that educationally he stands for the betterment of the Berkeley schools. If Bunker should lose it will add to his reputation as an independent educational administrator.

CALIFORNA'S FIRST-CLASS THEATRE

The Columbia Theatre, San Francisco, is the one really first-class theatre of the Pacific Coast. There are so many theatres, and so many theatre-goers that it is possible to maintain one exclusive theatre for the best attractions. The Columbia holds this rank. Gottlob, Marx & Co. deserve credit for building so artistic a theatre and maintain such high class attractions. Mr. J. Gottlob has, by years of conscientious business policy, built up a splendid reputation for business integrity, and his partner, Melville Marx, has the artistic temperament, and business qualifications that have made the Columbia Theatre, and all its enterprises notable and successful. The educational people are particularly interested in the production of "Rebecca of Sunnybrook Farm." The play is written by Kate Douglas Wiggin and Charlotte Thompson, both famous San Franciscans. The authors were formerly engaged in educational work in the schools.

A NEW EDITION OF SHAKESPEAREAN PLAYS

Edited by Edgar Coit Morris for use in Secondary Schools, and published by Silver, Burdett & Co.

The editor of this text, Professor Edgar Coit Morris, has had courage to break away from the stereotyped plan of school editions of Shakespeare. He has kept this text refreshingly free from cumbersome details; instead of overburdening the yung student with erudite comments and notes, he has aimed to make a text that would arouse a genuine interest in the play.

With simplicity and clearness, he has given just enough of the historical background to establish the relation of the play to real events; allusions and phrases are explained without confusing reference to variant readings; and there are stimulating questions for wholly possible research on the part of the pupil. In short, the editing has a live, vigorous quality quite unusual in a secondary school text.

One of the original features is the departure from the usual method in the matter of references. Index letters have been used with words that need attention, either because of their peculiar meaning or because of some allusion or reference that might escape the attention of the pupils. Some of these are shown in the following quotation:

"Stiffen the sinews, summon up the blood, (n)
Disguise fair nature with hard-favored rage.
Then lend the eye a terrible aspect;
Let it pry through the portage (d) of the head
Like the brass cannon"; (f)

(d) refers to Webster's New International Dictionary. (f) calls especial attention to the figurative language used. (m) refers to a Dictionary of Classical Mythology. (n) refers to the notes at the back of the book.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Torp, Healdsburg, Cal., or The Whitaker & Ray-Wiggin Co., 770-776 Mission street, San Francisco.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial

The time has arrived in the educational affairs of the State when the recommendations of President Benjamin Ide Wheeler and the Department of Education of the University of California on the qualifications of teachers and upon the value of educational policies may be considered as efficient, but should not be considered as sufficient.

* * *

There are three vicious elements in our civic life. Bribery by the use of dollars with dirt on them. Bribery by the use of institutional pulls. Bribery by the misuse of personal relationship.

* * *

Women should have but one view in reference to their value as citizens. It should be that of service for the public good.

* * *

School trustees should interpret the school law, not as a menace, but as a helpful guide in giving the community service. The sacredness of the law was inculcated into the human conscience by the laws of Moses, not by a State Legislature in action.

* * *

School teachers have always been easy of approach by men and women who have had stock to sell on the installment plan. It is unfortunate that many invest and few realize a margin of profit. In fact, in many cases the investment becomes a total loss. Some save money, and lose it, some put it into savings banks, and never get enough income to buy a spring bonnet, and sometimes a teacher makes an investment that pays big profits. A safe rule is to buy only where the principal is reasonably safe, and trust to luck for big or small profits. It makes life interesting to take a chance, but the chance should never be at the risk of the principal. A school teacher cannot afford to invest in lottery enterprises. In Kansas no one is allowed to sell stock unless in enterprises where it is approved by the Board of Control.

* * *

The teachers of the State of California through the organization of the affiliated bodies find themselves in an embarrassing position. The former secretary of the C. T. A. and editor of the Sierra News, (the nom-de-plume of the west wind), advocated free text books and local adoptions while under contract to work for the American Book Co. The new editors, Mr. Barr and Mr. Chamberlain, have inherited the policy of the American Book Co.'s agent. They devote several pages to the Washington Text Book law, which was promoted by the late Mr. Barnard, City Superintendent of Seattle and afterwards agent of the American Book Co. The situation is such that any effort on the part of the organized teaching force of the State towards the betterment of the text book situation has on it the earmarks of the American Book Co. This is unfortunate for the reason that the public mind is so prejudiced against any book company promoting legislation that some wise and just laws may be defeated. There are those who will laugh at the embarrassing situation, but it is not the editor of the Journal or Dr. E. C. Moore. Oh, No!

* * *

The Committee on Legislation of the California Teachers' Association met in San Francisco on February 18th and decided that the free text book amendment is of doubtful validity. After this faint damnation, the committee went on record in favor of a constitutionally created State Board of Education, and a system of free text books for all public schools in California.

The committee agreed to submit a report to the Council of Education recommending an initiative amendment with these provisions:

1. A State Board of Education, appointed by the Governor, for long terms, one retiring each year.
2. The State Board to have power to select needed assistants.
3. The State Superintendent of Public Instruction is to be elected as now, and to be ex-officio secretary of the State Board of Education.
4. Free text books for all the public schools of the State.
5. The Legislature to enact general laws for adoption of text books and the distribution of free text books to all the public schools.
6. The committee to confer with civic bodies and other organizations and associations throughout California in reference to the provisions of this amendment.

* * *

The teachers of California would be very much interested in a detailed financial statement of the California Teachers' Association. Who received the railroad transportation? Was the free transportation used on trips to interview Governor Johnson and file charges against the Western Journal of Education on account of its affiliation with the Southern Pacific? How were the $8,000 collected from the teachers expended? For lecturers? For investigations in the interest of teachers? For the general promotion of the teachers' welfare?

* * *

Professor Frank Thilly, Cornell: I am just old-fashioned enough to believe that the principal idea of the modern university is the intellectual idea.

February 9, 1912.

To the Editor of the Western Journal of Education:

My Dear Sir—I notice that you publish a list of twenty of the greatest educators of the United States. Permit me to hand you a list of the twenty greatest educators in California:

Alexis F. Lange
Leroy Armstrong
Duncan Mackinnon
Fred T. Moore
Morris E. Daily
E. Morris Cox
J. W. McClymonds
E. L. Hardy
P. S. Woolsey
Teddy Morehouse
James A. Barr
Sam Cohn
Alex. Sheriffs
C. W. Moore
Louis S. Stone
Chester Rowell

I have forgotten the other names, so please repeat the names:

Alexis F. Lange
Fred T. Moore
Morris E. Daily
Leroy Armstrong

This fills up the list.

Yours truly,
O. W. McConoughey,
San Francisco

* * *

THE BLUE BULLETIN

The Superintendent's Blue Bulletin for February is being sent out from the State Superintendent's office at Sacramento to the various county superintendents. This is a budget of news, rulings, opinions, and information pertaining to the public schools of California. It is partly prepared at the State office and partly by each local superintendent before he sends it to the school officers within his own jurisdiction. It gives room for originality and enterprise on the part of county superintendents and it gives a small job for the local printer. It is a new expedient in practical supervision and it is made in California.

This February number advocates the free text-book bill and explains the new attendance law. It has an amusing comment upon the high school fraternity situation, caused by the recent reaffirming of the anti-frat law by the Appellate Court. It points out the fact that abolishing the poll tax would mean a serious blow to the schools of the State because this tax produces $800,000 per year for educating the children. It speaks of a novel experiment in co-operative buying of school supplies in Contra Costa County. It describes the school laws, school registers and text-books that are ready for distribution.

The spirit of the bulletin is the promotion of communication among the school officers of the State.

* * *

James J. Hill: There is not and never will be any oversupply of educated farmers.

Should Examinations Be Abolished?

San Diego, Cal.,
Feb. 10, 1912.

To the School Authorities of the State of California,

Ladies and Gentlemen:

We believe examinations for the certification of teachers should be abolished. They are no longer necessary. Under the present regime high school graduates, and even those not having the equivalent of a high school training, have successfully passed the county board examinations and have been certificated. What a travesty on justice to the child that any school should be put into the hands of an untrained teacher!

The greatest interest of this nation is its public schools. This interest is not properly safe-guarded when it is possible for an untrained teacher to get her experience and training at the expense of the child, regardless of consequences. Our State has generously multiplied the number of its Normal Schools to furnish trained teachers. The supply to man our schools is ample without resort to any examination system which thus lowers the professional standard, and impairs the influence of our State Normals.

We believe examinations offer a handicap to our State institutions in their work of establishing a standard of professional training and in advancing the interests of our schools. It is unjust to them to allow any short-cut to certification and permit any standard of qualification for teachers less than that required of normal graduates.

When examinations for certification in secondary education was abolished, the professional standard of teachers in the high school was advanced and beneficent results continue to follow from this wise step in the right direction. We believe abolishing examinations for elementary certificates will result in even greater benefits to our schools.

Again, the number of applicants for examinations appearing before county boards semi-annually has become so small that the expense per capita is all out of keeping with results attained. In the county of San Diego three teachers have been secured to the State through examination during the past year. The cost to the county in holding two examinations has not been far from $500.00. We believe many other counties of this State have similar experiences.

Why continue a practice, anyway, that is inimical to the highest interests of the schools? Why not give our State institutions a clear field, stand by them to the fullest, and through them establish a professional standard for the teacher worthy of the high calling? The best interests of the school and of the State demand it.

We appeal to every county board in the State to make a study of these things—to join hands for everything that makes for the highest success of our school system.

Furthermore, we believe, examinations of the grades as now conducted by county boards, should be abolished. It must be whenever every school is in charge of a thoroughly trained teacher. Is it conceivable that a county board from reading an examination paper is as competent to pass on the question of promotion as the trained teacher in charge?

How absurd it would be for county boards to assume a similar mission over the high schools in the promotion and graduation of its pupils.

We believe the work of county boards should be really educational—less time consumed in clerical work and examination schemes and more thought and energy devoted to the great educational problems that confront us, and to the laws which should be enacted in the interest of the school.

San Diego County Board of Education has suspended the advertising of the teachers' examinations and has raised the professional requirements of the candidates. As a result 95 per cent of the teachers of San Diego county are professionally trained men and women.

In San Diego county no certificate is granted unless the applicant can furnish evidence of having had education at least equivalent to that obtained in a California State Normal School and no certificate is granted unless the applicant can show a certificate of good health.

If county superintendents will get an expression of opinion from their boards of education and report the same to us as soon as possible, we will take the initiative in advancing legislation, provided that the concensus of opinion is favorable thereto.

(Signed) County Board of Education,
San Diego County.

How Should School Attendance Be Recorded?

By Mark Keppel

The new school registers instruct teachers that "partial attendance for any quarter of any day must not be counted in making up the attendance for the month." This rule has caused and is causing much trouble; teachers object to it because its observance compels them to make reports not in harmony with the facts; pupils object to it because they are called "absent" when they are really only tardy and present. It discriminates disastrously against more than five hundred schools whose pupils travel great distances to and from school, and in many cases tardiness is inevitable, and at once the pupil is charged with an absence of one-fourth of a day. Various expedients are being used to escape the rigors of this rule. Some districts do not count the time from 9:00 a. m. to as late as 9:45 a. m. Pupils who come late are counted present if they arrive before the end of the probationary period. Some districts begin the day at 9:00 a. m. for those who are on time, and at later periods for those who arrive late, and end the day correspondingly late. This saves the district's record but punishes the teacher. Some districts divide each quarter-day and call the children absent who are present less than one-half of any quarter, and call those present who are present one-half, or more than one-half of any quarter of a day. Some districts ignore the rule and keep their records in the good old way. Some districts obey the instructions. It is pertinent to inquire whether the fault is in the law or in its interpretation. I believe the law is all right. I consider the interpretation of it as expressed in the rule printed in the registers to be most erroneous and unsatisfactory. I think the Legislature sought to accomplish two things, when it enacted the law upon this subject: It sought to secure greater accuracy, by making the quarter-day instead of the half-day, the unit; and it sought to end a growing abuse by providing that a child must actually attend school for at least one-fourth of a day to be counted at all.

The law does not say "that unless a pupil is present for the whole of any quarter of any day the pupil shall be marked absent for that quarter of that day." The law says "the attendance of pupils present less than one-fourth of any day shall not be counted for that day." This part of the law tells plainly what part of the pupil's attendance to throw away. It says plainly that if the pupil is absent more than three-fourths of any day he shall be counted as absent for the whole day. The remainder of the law tells what to do if the pupil is present for one-fourth or more than one-fourth of any day. The law says "and pupils present for one-fourth of a day, or for more than one-fourth of a day, shall be counted as present for one-fourth of a day, one-half of a day, three-fourths of a day or for a whole day as the case may be."

The law does not direct any one to throw away any part of any pupil's attendance if the pupil be present for one-fourth or for more than one-fourth of any day. Hence, I maintain that where a pupil is present one, two, or three-quarters, and a part of another quarter of any day, the pupil should be counted as tardy and present for the quarter of the day in which he is present part of the time, and present full time for the other quarter or quarters of the day, as the case may be.

The present rule will continue in force unless Superintendent Hyatt changes it. He will change it only when convinced that it is erroneous. If you agree with me that the law has been misinterpreted, and that the interpretation which I have given in this letter is correct, please write to Superintendent Hyatt urging him to reconsider his former decision and to change the rule, so that no pupil will lose any credit for any attendance except those pupils who are absent more than three-fourths of any day. If you think the present rule is correct I would like to know your reasons for such opinion.

J. H. Ackerman, President Monmouth Normal School, Oregon: The aim of the training school is not to be different from the public schools, but to be like the best of them.

A Notable School

The Lincoln School of San Francisco was dedicated on Lincoln Day, February 12. Many notable graduates of the school were there. President D'Ancona presided. W. W. Stone, the principal of the Lincoln, and an earnest advocate of Lincoln's fame, a poet, teacher and soldier of '61, made a happy speech. Hon. Edward Hyatt gave an interesting talk, and Superintendent Roncovieri read an inspiring paper appropriate to the occasion. Hon. James E. Power, member of the Board of Education and a Bridge Medalist of the school, gave an interesting talk upon the new building and memories of the old.

He said in part:

"One by one the shack schools are disappearing and in their stead are rising stately and permanent buildings. When all of our bond issue schools are completed we can proudly boast of as fine a set of school buildings as any city in the world, and we can also be justly proud of our teaching force. I wish to assure the parents that it is the intention and desire of the Board of Education to place every facility, in the way of equipment, at the disposal of the children so that their mental and physical development may be aided in every way possible. It is well for the residents in this locality to know that this school will be equipped as a lecture center, and later on, when the proper supervision can be arranged for, this together with other schools of the city may be used as recreation and neighborhood centers.

"In conclusion I wish to say that I am very happy and proud to be taking part in these exercises, on account of being a graduate of Lincoln School and a former resident of this neighborhood, and for the further fact that I received my early training as a pupil under the guidance of Mr. Stone at the old Portrero School.

"Let us all hope that the graduates of this school will continue to make their mark as future citizens of our great city, state and country."

Mr. Edward Rainey, the eloquent young secretary of the Mayor, in a few well chosen words addressed the people:

"Great as were Lincoln's achievents, he was greater for what he was—for the spirit of truth and honor that was in him. His was not the kind of honesty that looks for return. He was honest because it was in him to be honest, good because it was in him to be good. He was just always. He 'played fair' with everyone. Remember that, boys and girls. You can be like him in that. He was called, too, the Nation's Man of Sorrow. He bore other's burdens. You, too, can lighten the woes of others. Now, in his great name, and on behalf of the Mayor, I present to the Board of Education, the pupils and the people of San Francisco, this beautiful school."

Mr. Rainey's graceful speech was received with great applause.

STATE SCHOOL SUPERINTENDENT SWEEPS AWAY SOME COBWEBS

Some good progressive doctrine is contained in the "Superintendent's Blue-Bulletin," issued by State Superintendent of Public Instruction Edward Hyatt. In this periodical he says of the Shanahan free textbook amendment which is to be submitted to the voters this fall:

"For my part I am going to vote for the amendment and do all I can for it, believing in the principle of free text-books, the same as in free lead pencils, free desks and free school houses. It seems absurd to me for a great people to furnish 97 per cent of the educational equipment free to its children and then suddenly halt short and plant its feet affrightedly at the remaining three per cent for text-books."

Superintendent Hyatt also throws the light of common sense on the school fraternity question. His comment on the decision of the Appellate Court of the San Francisco district upholding the anti-school fraternity law is as follows:

"It is not good for children in the public schools to ape their fashionable leaders by dividing up into cliques and castes, based upon money or social standing or fine clothes. But this is exactly what their sororities and fraternities do. Further than that, they impair the discipline of the school and they abuse the feelings, the self-respect of the pupils who cannot keep up with the pace. So far as possible, our schools should be simple and democratic, where one has the same chance as another, where the future people of the nation learn to live together and understand each other. This is a patriotic thing to bring about, and lawyers and friends are doing an ill deed for their country when they aid, abet and encourage callow youngsters in precocious folderol."

Superintendent Hyatt goes right to the heart of two important questions, and the conclusions he reaches should appeal to all progressive citizens. Realizing that our schools are suffering from a lack of democracy, he tells us what we must do to supply the deficiency.—Editorial in S. F. Bulletin, February 13, 1912.

THE STATE TEXT BOOK COMMITTEE

Supt. Hyatt and Dr. Burk are making history in radical innovations in the text book adoptions. The committee has decided to advertise for a Speller, in MS. and offers $3000 for same. The adoption on English is still pending. The State Board of Education will meet early in March. The interest in these meetings has become tense on account of the attitude of members of the State Board towards the text book committee.

DR. CHARLES W. DECKER
SURGEON DENTIST
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Rooms 308, 309, 310, Third Floor
Phelan Building, San Francisco, Cal.

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Back to the Soil vs. Towards the City

Running directly counter to the growing "back to the soil" movement, rural school teachers are an actual force in the depopulation of the country districts. They set the faces of country boys and girls toward the city, and by idealizing city life they induce a movement toward the centers of population that often deprives the country village of its best citizens. This declaration is made by Dr. Fred Mutchler and W. J. Craig, two members of the faculty of the Western Kentucky State Normal School, in a monograph which the United States Bureau of Education has just published for free distribution.

The tendency of the rural school to encourage emigration to the city, says the Government publication, is in consequence of the fact that the course of study in most rural schools is merely a copy of that given to city children, without reference to the different environment and local needs of the country child. As a result of giving the country child an education modeled on city lines, the authors declare that "Teachers everywhere, with rare exceptions, have idealized city life, and unwittingly have been potent factors in inducing young men and women to leave the farm and move into the city. This movement often carries some of the best blood and brain of the community into the city, often to be lost, wasted, or destroyed; certainly to be lost from the rural community. It is possible and right, indeed a duty, to dignify rural life and save to it and its interests the best blood of the country.

"The rural school has not the influence that it should have. One of the chief reasons lies in the fact that the course of study is ill-adapted to rural life in all its relations.

"We are united in believing that a school should train its pupils for life and its work while these pupils are living and working. The course of study taught in the rural school today is entirely too much like the course that is taught in the city school; in fact it has been modeled to fit the needs of the latter without consulting enough the ends that are to be attained in the former."

As an indication of the cash value of a course of study, specialized to the needs of the rural community and taught by trained normal graduates, the monograph says:

"Canada's rural schools increased the average wheat yield there 5 bushels to the acre in a few years' time. Suppose that our rural school teachers should set for themselves the problem of increasing the corn crop 5 bushels per acre, what would be the result? Let us see. In 1910 the farmers of Kentucky planted and cultivated 3,630,000 acres of corn, which yielded 105,270,000 bushels. An increase of 5 bushels per acre would have made the yield 18,500,000 bushels more. These 18,500,000 bushels of corn would have brought, at the average farm price December 1, 1910, approximately $10,000,000.

"This money would have gone directly to the rural communities, where it is much needed, and would have been of vast importance in solving the problems that confront our rural people. It could have been used to build 2,000 miles of first class pike roads, or it would have paid the expenses of our public schools for two and a half years. It would have gone far toward paying the farmers' taxes, or it would have built and furnished many a rural home. Can any one figure the comfort and happiness that 5 bushels more of corn per acre would buy for the rural people of any State?

"What the rural schools can do for improving corn culture they can do for any other farm crop, if they adopt a rational course of study and demand teachers who can teach them effectively and efficiently. Fortunately practical principles of agriculture are neither difficult to learn nor irksome to teach. The subject appeals to rural pupils because it comes within the scope of their immediate interests.

"Rural life can be wonderfully improved by the united efforts of teachers to promote real, genuine, uplifting thrift through instruction in the principles and practices of agriculture. To teach these principles the teacher must have had a thorough preparation in this special field.

"Rural interests and rural problems are not like the city's interests and its problems, and educators eevrywhere, especially in the South, are coming more and more to believe that the course of study adapted to securing the most efficient rural life is radically different from any other course of study. The elementary school must, if it fulfills its high purpose, minister to the needs of the community in which it resides. To do this a course of study coordinated with rural life is needed, together with a corps of teachers trained to put into operation the work that the country districts need.

"Since there are common interests between rural and city peoples, the courses of study in their schools and the instruction should have certain elements in common, but there are important differences in industries and in environment. Corresponding to these differences, there should be a difference in instruction, and in this difference the adjustment should be so devised as to make the school contribute most to the needs of rural life.

"It is now quite generally conceded that the following subjects are necessary for the proper training of rural school teachers: Nature study, elementary principles of practical agriculture, sanitary science and hygiene, domestic economy, and practical principles and problems in elementary chemistry and physics as applied in the study of these subjects. The formal training of most country boys and girls ends with the rural school course. A fundamental knowledge of the foregoing subjects is certainly a minimum to require of the teacher who trains them for the lives that they must lead."

The Bureau's monograph then outlines in considerable detail the ground to be covered in a normal course on these subjects, and describes how the topics are to be treated. The monograph adds, "It is believed that teachers trained in this work will be much better prepared to do such work in rural schools, and that those schools will show a measure of efficiency that has never yet been generally attained."

The monograph, which is entitled "A Coure of Study for the Preparation of Rural School Teachers," will be sent free to any one interested upon request to the United States Bureau of Education, Washington, D. C.

MONTARA

The Largest, the most Picturesque and the best Sheltered townsite on the Ocean Shore Railroad is situated in the great amphitheatre at the foot of the beautiful Montara Mountains. Rapid transit on the new Ocean Shore road will bring Montara within fifty minutes of the City Hall, the civic center of San Francisco. Bungalows, cottages, reservoirs, water system, street grading, cement sidewalks and parks now under construction. All improvements at the expense of the Company.

Free Excursions Daily.

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Milk, butter, eggs, vegetables and meat, products of the sorrounding country, will be furnished to Montara residents at less than city prices, FRESH.

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The Attorney-General's Opinion on Daily Attendance

San Francisco, Feb. 7, 1912.

Dear Sir: Your letter of the 5th inst. received, in which you write as follows:

"I have the honor to ask your opinion upon the intent of Section 1858, subdivision 5, of the Political Code, which says:

'The attendance of pupils present less than one-fourth of any day shall not be counted for that school day and pupils present for one-fourth of a day or for more than one-fourth of a day shall be counted as present for one-fourth of a day, one-half of a day, three-fourths of a day, or for a whole day, as the case may be.'

"There are two pronounced views of the meaning of this paragraph. One holds that the prohibition to count a quarter day impaired by absence or tardiness applies only to the single case of pupils who are in school less than a quarter day during the whole day, or as if there were a colon or semicolon after the words 'school day' in the third line. This view holds that a pupil who remained in school more than one-fourth of the day should be marked present for the day regardless of the partial absences or tardinesses in the remaining three-fourths. Thus, a pupil coming twenty minutes late in the morning, again twenty minutes late at noon and leaving twenty minutes before the close of school would be marked as present a full day for drawing money, his defection being represented by tardy marks but not by a reduced attendance.

"The opposing view holds that the intent of the paragraph is to prescribe the quarter day as the unit of attendance, and to prescribe that only complete units shall be counted for the apportionment of school money. It would not give credit for more than three-fourths of the day for a pupil who was tardy or absent for any part of the school day."

Where the language of a statute is not ambiguous, but of plain and obvious import, the rule is imperative to follow the language employed in its interpretation.

In re Mitchell, 120 Cal. 386.
Brison vs. Brison, 75 Cal. 529.
Hawley vs. Brumagim, 33 Cal. 394.

What is more obvious than the meaning of Subdivision 5, Section 1858, Political Code, above quoted? It declares, first, "the attendance of pupils present less than one-fourth of any day shall not be counted for that day." Whether the failure of a pupil to be present for one-fourth of a day is due to mere tardiness or total absence is a matter that the statute does not go into, so it makes no difference whether you term the particular case of non-attendance, absence or tardiness, the pupil must attend at least one-fourth of the duly prescribed school day.

Now, the law further declares, "pupils present for one-fourth of a day 'or for more than one-fourth of a day shall' be counted as present for one-fourth of a day." This expressly negatives any claim that attendance for one-fourth of a day shall be counted a full day. Since a pupil whose attendance does not constitute a half day cannot be said to have attended a half day, though he fall short of the same by but a few minutes, he can only be counted as having attended one-fourth of a day. By a parity of reasoning, a pupil who we shall suppose comes tardy in the morning, cannot be said to have been present for a "whole day" and must therefore be counted as having attended three-fourths of a day. It would seem from this, that the natural meaning of this clause, paraphrased, is simply this: pupils present for at least one-fourth of a day and for more than one-fourth of a day, but not one-half a day, shall be counted as present for one-fourth of a day; pupils present for at least one-half of a day and more, but not three-fourths of a day, shall be counted as present for one-half of a day; pupils present for at least three-fourths of a day and more, but not for a whole day, shall be counted as present for three-fourths of a day; and pupils present for a whole day shall be so counted.

It would seem to be the intention of the legislature by inserting this provision in the law at its last regular session., it not having existed before, to secure a reasonably strict accounting of school attendance.

Yours very truly,
U. S. WEBB,
Attorney General.
By E. B. POWER,
Assistant.

SUMMER SESSION AT UNIVERSITY OF SOUTHERN CALIFORNIA

The University of Southern California announces several interesting departures for its 1912 Summer Session, which will begin on June 24 and continue for a period of six weeks. Among these we note especially the instruction in public school music and music supervision, to be conducted by Mrs. Gertrude B. Parsons, the popular and competent head of the music department of Los Angeles Polytechnic High School; work in scientific and applied Agriculture, under the direction of Principal J. B. Lillard of Gardena Agricultural High School, assisted by Mr. Clayton F. Palmer; and courses in Biology, conducted by Dr. Charles L. Edwards at the University's recently acquired Marine Station at Venice. In addition to these innovations an unusually full quota of academic departments for graduates and undergraduates will be represented, at the College of Liberal Arts on University avenue, Los Angeles. Dr. Thomas B. Stowell, head of the department of Education, has been named as Dean of the Summer Session.

Death of One of the Old Teachers

On January 1st, 1912, Miss Elizabeth J. Moynahan, a well beloved teacher of the Horace Mann Grammar School, was buried. For many years Miss Moynahan had been departmental teacher in history in the 7th and 8th grades.

She had peculiarly endeared herself to the older children, and Mr. Richard Faulkner, the principal, assembled her former pupils on February 1st, one month after, and held memorial exercises. He spoke very feelingly of the loss the school and department at large had sustained. Her influence for good will be felt in many homes in the Mission, for the teaching of civics was a broad, comprehensive subject and Miss Moynahan was very bright and witty, with a strong personality. This, Mr. Faulkner the principal, fully appreciated, and the daily grind of the classroom was stopped for one brief hour and a well beloved teacher lovingly thought of.

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Kindly send me your booklet, "A Placing Agency for Teachers: The Way it Works."
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Western School News

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, E. W. Lindsay, President, Fresno; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Redding, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; James A. Barr, Stockton, Cal., Secretary.

The G. A. R. veterans were loud in their criticisms of the Oakland schools because they failed to hold patriotic exercises on Lincoln's Birthday as prescribed by law.

* * *

Director S. J. Lubin of Sacramento Board of Education is stirring up the educational affairs of the Capital City. He has recommended that the Board turn over the plans and specifications of the new buildings to an educational expert.

* * *

The Board of Education of Los Angeles is claiming through the reports in the newspaper press that Los Angeles city is the first to introduce the competitive merit system in the selection of teachers for the department. This is a silly claim. Superintendent Alfred Roncovieri, Mrs. Kincaid, Cecil Mark and several others in San Francisco have good claims for priority in introducing the merit system in the selection of teachers.

* * *

The Los Angeles Board of Education has rescinded the foolish law of age limit in the selection of teachers.

* * *

Superintendent J. H. Francis of Los Angeles is one of the principal speakers at the St. Louis N. S. C. February 25. He will visit the schools of Chicago while in the East.

* * *

Mrs. May Hemphall, Superintendent of Yolo county, held an interesting meeting at Winters on January 13 on consolidation of schools. Over two hundred people were present. W. G. Hartranft was the principal speaker.

* * *

Superintendent Hughes of Eureka has suggested a plan for the Board of Education to furnish free text books to the pupils of the public schools. Superintendent Baldwin has introduced the same system in San Diego county successfully.

"Here's the book I sought for so."
—Julius Caesar, Act 4, Scene 3.

A Pencil Geography

issued by the JOSEPH DIXON CRUCIBLE CO. It is convenient in size and shape, handy to carry in the pocket, and just enough in it to be read without any fatigue. It is patterned after the old school geography of forty years ago, in which the subject was taught by means of questions and answers. It gives answers to many questions which are being continually asked as to where the materials come from which compose the pencil, and also how they are put together. We think it will help you in your work in the school room.

Copies of This Little Book Sent to All Teachers Free of Charge

Joseph Dixon Crucible Co.
JERSEY CITY, N. J.

The new Visalia high school costing $40,000 was destroyed by fire February 2. The general belief seems to be that the fire was started by a cigarette.

* * *

The South Pasadena schools have employed Mrs. Charlotte Hoak, a specialist in the Batavia System, to introduce the system in the schools.

* * *

R. C. Macdonald of the McKinley School, Santa Ana, reports the four months' trial of self-government a decided success, and will make it permanent.

* * *

L. J. Baldwin, of the Los Angeles School Department, has resigned to accept a position as the Southern California representative of Silver, Burdett & Co. Mr. Kennedy, who has made a great record as a business "getter" for the company, will become W. G. Hartranft's assistant in San Francisco.

* * *

The Roseville Woman's Improvement Club has resolved against the mere male members of the school board that refused to recognize the women members of the board. Superintendent Hyatt has written defining the rights of a minority member. But wait until election and the two men will find out that there is now a vote at the end of a woman's tongue.

* * *

Regent Charles S. Wheeler of the University of California was the speaker at the Founder's day exercises of the Wilmerding School of Industrial Arts held February 8 in the school building at Seventeenth and Utah streets.

Wheeler emphasized the equality of opportunity and dignity of labor as fundamentals of American democracy, saying that the success of the country would be in proportion to the opportunities given the young men of the nation to do the work they liked best. The Wilmerding and Lick schools he regarded as singularly appropriate memorials to their founders.

During the afternoon the carpentry, plumbing, electrical and woodwork, and other shop departments were open to the public; the boys of the senior class acting as guides.

* * *

Franklin Hichborn wrote a long article for the Sacramento Bee February 3 showing the cost of the University of California to the State, the inequality of its salary roll, the success of some and the failure of other of its departments.

* *

Fred G. Athearn, of the Southern Pacific Railroad and formerly known to fame as a teacher in the San Francisco State Normal School, is the champion of Superintendent Bunker's cause in Oakland.

*

John Gamble, vice principal of the Hayward High school, has resigned and will be succeeded by his daughter, Miss Edith Gamble. Miss Gamble is a teacher in the school. Poor health was the cause of the resignation.

* * *

Eastern teachers are eager to migrate to California, and every mail to Edward Hyatt, Superintendent of Public Instruction, brings in a score of requests for jobs.

So great are these petitions that a form reply had to be drafted. Otherwise it would take the entire time of an employe to answer the would-be Californians.

Hyatt estimates that the number of applications for positions reaches 10,000 a year.

Mr. Irwin Passmore, the principal of the Union High School at Fairfield, brought his class in Shakespeare to San Francisco to hear Mantell's rendition of Macbeth.

* * *

Imperial county's superintendent of schools, L. E. Cooley, has adopted the new plan of having a series of teachers' institutes at the various towns of the valley during the school year instead of holding only one institute of a week's duration. The second of the series was held at the Holtville Union High School building in Holtville. Mark Keppel, superintendent of schools of Los Angeles county, was present to deliver addresses and take part in the general institute work. In connection with this institute the work of the recently-formed boys' agricultural club will be presented, and the teachers urged to interest the boys of their schools in the new project.

* * *

Dr. Adelaide Brown of San Francisco is promoting an interest in the Montessori kindergarten system which has been so successful in Rome.

* * *

Many of the high schools around the Bay Region interested the classes in the beautiful play of "Rebecca," by Kate Douglas Wiggin and Charlotte Thompson, both former teachers in San Francisco. If the young people are interested in such plays as "Rebecca" it will in time make the sensational, lurid and cheap tawdry vaudeville impossible.

Winslow's Geography Readers

Vol. I—The Earth and Its People
Vol. II—The United States
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Book Notes

"Primary Speller" by Edwin S. Richards. Cloth, 130 pages. Price 25 cents. This book contains work for the first four years in school. While it is first of all a spelling-book, the work of the earliest years is closely correlated with reading. It is based upon the phonetic method and provides for both written and oral work as well as abundant reviews. The care with which the author has graded the lessons, chosen the vocabulary, and provided definite directions for the teacher indicate that the book will be of unusual value in school work. With the increasing belief in the importance of spelling even in the earliest grades, it is to be hoped that Mr. Richard's book will meet with extensive use.

* * *

"Franz Liszt" by Jas. Hunker. Chas. Scribner & Sons, publishers, New York. Price $2.00. Mr. Huneker, who is the standard writer on musical topics of the United States, has added to his reputation as an author by the very careful biography of Liszt. The volume contains twenty illustrations and among the various chapters are "Liszt, the Real and Legendary," "Aspects of His Art and Character," "The B-Minor Sonata and Other Selections," "At Rome, Weimer and Budpest as Composer," "Liszt Pupils," "Modern Pianoforte Virtuosi." This is the most interesting biography of Liszt published and it is a book that should be in every school library. There is no class of books that are of as great value to the library as the biography of great men.

* * *

The Ball Publishing Co. of Boston has recently issued a "Renegade Poet and Other Essays" by Francis Thompson, with an introduction by Edward J. O'Brien. Among the most interesting chapters are "The Way of Imperfection," "Wm. Ernest Henley, "The Error of Extreme Realistic," "Ben Johnson," "Goldsmith," "Don Quixote." The Ball Pub. Co. have recently added a series of very interesting books to their list, including "Views and Reviews" by Henry James, "The Man Forbid and Other Essays" by John Davidson.

* * *

"The Gift of Sleep" by Bolton Hall, author of "Three Acres and Liberty," "A Little Land and a Living," etc., with an introduction by Edward M. Weyer, Professor of Philosophy in Washington and Jefferson College. In his "Gift of Sleep," Mr. Bolton Hall, in the entertaining commonsense style that made his "Three Acres and Liberty" so popular, shows how our own bodies and minds should be naturally used for their mutual healing and perfection. He believes that Mental Science "to command itself to ordinary people must show definite results that can be measured." Mr. Hall points out how science helps us to sleep well and to rest in the midst of turmoil, without a course of "going into the silence" of, or "concentration" or other artificial processes with vague results. Edward M. Weyer, the distinguished Professor of Philosophy in Washington and Jefferson College, writes an introduction which shows that the book appeals to scientific reason instead of to unproved theories. Moffat, Jones & Co., publishers. Price $1.25.

* * *

"The Human Machine" by Arnold Bennett, author of "The Old Wives' Tale," "How to Live on Twenty-four Hours a Day," etc. Mr. W. R. Nicoll writes: "This is a remarkable freshly written book. The author keeps us in his grip for the whole 123 pages he has decreed that we shall read. It might be imagined that the book is a psychological treatise. Nothing of the kind. The psychology is there all right, but it is put in such an attractive way that every man of intelligence will be drawn to read it, and, having read it, will be grateful for having his attention called to the book." Since Mr. Bennett has come to America his writings are of especial interest. George H. Doran Company, publishers, New York. Price 75 cents.

Making Recreation Centers

The three thousand clubs of San Francisco are interested in making the schools of the city recreation centers. Mrs. Kincaid and Miss Deane of the Board of Education are in favor of the movement.

Some Live Pedagogical Books

It is as necessary for the up-to-date teacher to have a few choice pedagogical books as for the doctor or lawyer to have his library. Dollars spent in this way come back to you redoubled. You will teach reading better if you have read

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BRYAN'S FUNDAMENTAL FACTS FOR THE TEACHER
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Dr. Schallenberger, of the San Jose Normal School, says: "This is the best book published in five years."

Other good books which may be read with pleasure and profit by any teacher anywhere, are

GILBERT'S THE SCHOOL AND ITS LIFE
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Five Little Song Pictures

A Collection of Children's Songs. Price 50c.

Leila France, composer of "The Old Flag Forever," has written the music for The Sandman, The Moon is a Lady, Seven Times One, The Honey Bee and Christmas Carol, and Elizabeth McDermott has illustrated the same. The songs are dedicated to the school children of California. Have your School Board order copies for you. Price, 50 cents for book. Address

Elite Publishing Co.
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Note—"Old Flag Forever," a good patriotic song for schools, 1 cent per copy in lots of not less than 25. Send stamps.

Power's Graded Speller

The Best of All Methods—Old and New

BY ALICE ROSE POWER
Of the Edison School, San Francisco, Cal.

This book stands the test of use. It has been adopted for use in Philadelphia and other points in Pennsylvania. It is used in Missouri, New Jersey, California and other States of the Union. Endorsed by Kate Kennedy Club of San Francisco. Adopted for desk use by the San Francisco Board of Education.

Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

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THE

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, C. L. McLane, Fresno, President; James A. Barr, Stockton, Cal., Secretary.

A Valuable Pointer

The State Mineralogist at the Ferry Building in San Francisco will identify California minerals for California people without charge. The teachers of the canyons and mountains have in this a rare opportunity to pursue an attractive and useful hobby in company with their children. No State in so rich and varied in mineral wealth as our own. No people are so eager and anxious to know about rocks as ours. Any teacher could collect and learn all the rocks of the district in a single term—with her children. It would be the best experience in Nature Study they ever dreamed of. The whole community would be interested in it. This privilege of sending away unknown or doubtful specimens for an authoritative determination gives life and strength to the enterprise. A door is open here for the genuine teacher with a youthful spirit to do a genuine bit of teaching, to the glory of God and the joy of the world.

When you have an unknown rock, chip off a little piece as big as a bean, wrap it in a bit of paper and put in an envelope addressed as above, with a postage stamp and a request for its identification.

* * *

Not Too Tight

Some signs are appearing of an effort to shut off altogether the certification of teachers by examination. Some good and enthusiastic arguments can be put up for this; yet I am constrained to fear that it would be a mistake, unsafe and inadvisable.

It is true that the plan of examination by County Boards sometimes leaks, and allows untrained teachers to enter the schools. That is bad.

But it is also true that the plan of certification by our Normal Schools and Colleges sometimes leaks incompetent teachers into our schools. Some of the most hopeless and damaging cases in the State are fully provided with elegant diplomas. That is bad, too.

It is true again that no rules devised by law or by the State Board for the admission of teachers from other States have ever failed to leak incompetent and undesirable teachers into our schools. Derelicts and Has Beens and Never Was-es drift in, in spite of the best laid plans of mice or men. That, once more, is bad.

> **"A PRAYER FOR ALL TEACHERS"**
>
> "We implore thy blessing, O God, on all the men and women who teach the children and youth of our nation, for they are the potent friends and helpers of our homes. Into their hands we daily commit the dearest that we have, and as they make our children, so shall future years see them. Grant them an abiding consciousness that they are co-workers with Thee, thou great Teacher of humanity, and that Thou hast charged them with the holy duty of bringing forth from the budding life of the young the mysterious stores of character and ability which Thou has hidden in them. Teach them to reverence the young lives, clean and plastic, which have newly come from Thee, and to realize that generations still unborn shall rue their sloth or rise to higher levels through their wisdom and faithfulness. Gird them for their task with a double measure of Thy patience and tranquility, with a great fatherly and motherly love for the young, and with special tenderness for the backward and afflicted. Save them from physical exhaustion, from loneliness and discouragement, from the numbness of routine, and from all bitterness of heart.
>
> "We bless Thee for the free and noble spirit that is breathing with quickening power upon the educational life of our day, and for the men and women of large mind and loving heart who have made that spirit our common possession by their teaching and example. But grant that a higher obedience and self-restraint may grow in the new atmosphere of freedom. We remember with gratitude to Thee the godly teachers of our own youth who won our hearts to higher purposes by the sacred contagion of their life. May the strength and beauty of Christ-like service still be plainly wrought in the lives of their successors, that our children may not want for strong models of devout manhood on whom their characters can be moulded.
>
> "Do Thou reward Thy servants with a glad sense of their own eternal worth as teachers of the race, and in the heat of the day do Thou show them the spring by the wayside that flows from the eternal silence of God and gives new light to the eyes of all who drink of it."—Walter Rauschenbusch.

* * *

Don't Gallop Away

So let us not gallop away with the idea that if we can only prevent County Boards from giving examinations our teaching force will become perfection or even that it will be perceptibly improved or elevated in quality. For the most part, County Boards are conscientious and careful in the matter and do not certificate those who are not fairly well qualified. The number certificated in this way has become negligible—usually half a dozen or less per county.

Moreover, it is not quite safe and not quite fair to absolutely shut the door of opportunity to all the people who cannot go to Normal School or College. Better leave a narrow crack open somewhere so they can peer through at least.

* * *

'Tis a Heavy Handicap

The Normal Schools and the Colleges put a heavy handicap upon the young people of the rural regions of the State. These big schools are always in the big cities. The city girl can go to Normal School easier than not—it costs them nothing and interrupts their lives not at all. Hundreds of them go not because of enthusiasm for teaching or determination for culture but simply from inertia—it is the easiest thing to do.

Very different the youngsters from inaccesssible and distant parts. They must sacrifice much, dare much, risk much, to tear loose from the family tree and venture forth to the strange city. Many cannot do it. It is impossible. Let us delay shutting them out at least until we can cut off the streams of incompetence from other sources.

* * *

Letter and Answer

March 1, 1912.

Dear Sir: I am noticing in the last No. Journal that the Supt. of Los Angeles county says how the attendance law is all right but you are interpreting it all wrong and asking all teachers to write a round robin to change your mind. I wish to ask what you think of this in next Journal? Is it little scheme to make teachers all mad at you? Pls. ans.

Yours Respy.,

Not at all, not all, certainly not. The Superintendent of Los Angeles county is too big a man to do a little trick; moreover, he has been my friend for twenty years and would not want to damage or annoy. He is entirely sincere in what he says and really believes it to be true. Of course I am sure it is a delusion. He will see that he is wrong one of these days; and then I shall smile a heavenly smile and forgive him with all my heart; and he will go, to sin no more.

Sensible Thing to Do

But now I beg each of my ten thousand teachers to believe that I had no more to do with making the attendance law than you did. I did not originate it or suggest it or instigate it directly or indirectly. It was put into my hands by the lawmakers just as it was into yours; and I am obliged to abide by it just as you are, until it is changed. I have not even interpreted it, but have placed that duty where it belongs, upon the Attorney General, an officer elected by the people of the State for just such purposes. His ruling is so distinct and forcible that it cannot be misunderstood. It is impossible for me to "interpret" it to mean the opposite of what it says or to put into it things which are not there. The best I can do is to pledge my best effort to amend it ten months hence in accord with the voice of the ten thousand, provided that the voice is loud enough and distinct enough to be heard. It is waste of time to fuss about it in the interim, to talk about change, of interpretation or nullification or anything like that.

The sensible thing for sensible people to do is to use the next few months not in repining but in framing and agreeing upon an exact definition of this whole attendance question, ready to enact into a law that not only can be understood but that cannot be misunderstood.

* * *

Distributing State Documents

School people are reminded that the method of distribution of State school documents is through the county superintendents of schools. The superintendent of each county makes requisition in March for what his county, including his cities, will need for the coming year. The best plan is to order only what will be actually needed and then to use it all up within the year, so as to let no surplus accumulate. The laws change so often that old blanks are only a delusion, a confusion and a snare.

* * *

Bulletins and Helps

Our plan for distributing the bulletins and teachers' helps that are prepared from time to time is to send sample copies at once to all superintendents, leaving them free to order more or not as the spirit moves them. Such things are more effective and more useful when sent in response to an active request from those who feel a need for them and desire to use them than when sent out in quantity to everybody whether wanted or not.

We still have on hand Arbor Day Manuals, Agricultural Bulletins and the Cigarette Boy. We shall soon issue Suggestions for the English Class; and are contemplating bulletins on Outdoor Schools, the Playground Movement, Health Conservation, and Small High Schools.

Some of these could be well distributed by the county superintendent as he visits the schools. The bulletin would make a text for the superintendent to make a talk to the children and then would be left with them as a reminder of the occasion. Great opportunity is in it for a superintendent to deeply impress the life of his county with some moral or educational inspiration.

Sanitary Outhouses

This Circular was Written to Trustees and Teachers in San Diego County, But Applies Everywhere

To the Teachers and School Officers:

Dear Friends: Recently I received a communication from the middle part of the State, deploring the condition of the outbuildings of public schools. Here I quote a part of the letter: "But I wish you to take a step farther with me in this investigation. Go to any school ground where the toilets are used exclusively by boys and unless the teachers and directors are vigilant and severe, the walls will be covered with vile pictures and filthy expressions, which cling to the memory for years, corroding the moral fiber."

I am sending this circular for the purpose of calling the attention of those connected with the public schools of this county to this charge against the lack of care and attention of teachers to the buildings and surroundings. While I am convinced that this description does not apply to the county of San Diego, yet I intend to make it one of my special duties this year in inspecting the schools to carefully examine the outbuildings and I hope every district in the county of San Diego will be found free from the above charge.

Appeal to your school board to substitute the old back house with a modern toilet system connected with your school, such as the school trustees have installed in South San Diego, Bonita, Chula Vista, Normal Heights, Teralta and several outside of the cities.

Insist upon a windmill, or water pressure. Your district can afford to have these modern systems of sanitation, as well as Bonita, Teralta, South San Diego, etc. In order to install the modern system of toilets you must have water pressure, and the children of your district are entitled to it as well as the children of the districts mentioned above. Remember the best is none too good for the children. I am

Yours very truly,
HUGH J. BALDWIN.

Supt. R. L. Stockton of Kern County has sent to each of his teachers a most suggestive program for bird and arbor day, March 7th. It contains instructions on planting and care of trees, gives a list of common trees, a page on the birds, and a number of songs and recitations appropriate to bird and arbor day. There is also included a suggestive list of school pictures.

* * *

Mark Keppel has entered the list of promoters. He is president of the Pyramid Investment Company of Los Angeles. We wish him a success. There are so many ways of losing money that it is an excellent idea to give the teachers a chance to make some money.

THE DEATH OF MISS M. A. DEANE

Mary Agnes Deane, a member of the Board of Education of San Francisco and for many years the efficient principal of the Redding School, died of pneumonia Tuesday, March 19. Miss Deane's influence on educational affairs was directed largely from the social side. Her refining influence, gentle manner, and prestige as a woman did much for the entire teaching force, and for thousands of children that came directly under her control. Mayor Rolph paid her this beautiful compliment when he appointed her on the Board:

"Until the period when young men and women enter, under the law, into full citizenship, woman is, by nature, training and duty, directly responsible for the development of their manhood and womanhood. Miss Mary Agnes Deane, whom I now appoint as a member of the Board of Education, has devoted her life, through the public schools, to the service of education. I have carefully investigated her career during her long service in the public schools and find that her broad sympathy and experience will advance the cause of teacher and pupil. She has always taken an active part in many associations organized to advance the interests of the teachers of the department. I feel that the appointment of a member of the School Department, who has served faithfully for so many years, is but a just recognition of faithful service by promotion to higher honors."

Miss Deane was a member of various teachers associations, honorary member of the Sequoia Club, and was a faithful worker for civic and social betterment. Her pleasing personality, fine religious character and rare intellectual qualities will long be remembered. The funeral services at St. Mary's Church were impressive. Three hundred children, carrying wreaths of violets, were a guard of honor under direction of Supt. Roncovieri and Col. Power.

Arthur H. Chamberlain has asked for the co-operation of Supt. Hyatt in the affiliation of all the Western State Association into one great Western Teachers' Association. This is an excellent idea, provided it is not planned on the basis of affiliation in California having a specially delegated council to collect the money, pay expenses of its members, and use the teachers merely as financially contributing members. The Journal advocated the organization of a Western Association in 1909.

* * *

Tears are the softening showers which cause the seed of heaven to spring up in the human heart.—Sir Walter Scott.

Are Universities Worth While

By H. K. Bush Brown

Washington, D. C., March 7, 1912.

The acid test of an education is what a man can do. Is it fair to put a commercial test to a university degree? Such a test, however, has been made by the Harvard Appointments Office and the showing while startling is certainly far from flattering. According to the statistics available the average wage of a man who has received a bachelor's degree is at first about $15 per week. Princeton reports show that its graduates start at an average of $6 per week. From tables made up from the salaries paid graduates in certain lines of employment the averages are as follows: Brokerage business, $3 to $8 per week; manufacturing, $7 to $12; and engineering $10 to $15. In all these lines the college graduate does not receive more than the average high school graduate. It is obvious that these institutions are not measuring education in dollars and cents. Their declared purpose is to give an all around education for a gentleman. That they are doing this to good purpose is shown by the following incident which recently occurred at Harvard. Professor W. H. Scofield, instructor of comparative literature, asked a class of more than 100 when Aristotle lived. Not one could answer. When he further inquired how many thought he was born after 1840, six men held up their hands.

The attainment of the degree which stands for culture insures, however, a respectable position in society. Most graduates are also skilled in several of the gentle arts of idleness, and while they have not increased their earning capacities, they have quite necessarily acquired the needs and facilities for spending more than when they entered college. With the earning capacities of children and the spending capacities of men, the period of dependence is prolonged and unless the earning and spending can be made to balance the danger is that our elegantly educated gentleman will serve no higher purpose than to distribute the wealth that his forbears have accumulated. And this alas, through no particular fault of his own. Of course our average college graduate has a higher ambition, and so let us leave him to struggle with life on his small earnings and strain our imagination while we contemplate a different kind of a university. One that does not deal with the theory of life as set forth in text books, lectures, and libraries, but is ruled by science and art in every phase of its manifestation, having control over a large area of land and dedicated to showing youth by actual contact with all kinds of productive occupations, the marvelous possibilities of the arts and sciences. Not merely talking about them and analyzing them but learning how to produce by means of them.

It would be necessarily divided into two great interlacing and overlapping sections, one of which would be devoted to the minor arts of expression or to those things which are devoted to the care, and development and welfare of the body, and the other to the major arts or those things devoted to the care, development and welfare of the spirit.

In order to comprehend this new university we must establish a new fundamental principal that Education is not a Commodity that can be acquired for a fee. It can only be had by living it. That only by self-reliant, self-supporting and self-respecting work can we attain a real knowledge of the Arts and Sciences. By dealing with them personally at first hand and not by the means of indirection from someone else: a great university would deal with life in all its conditions and be in perpetual experimentation with every problem for the uplift of mankind. An ideal, perfect city, state in itself, wherein every vocation would play its part in the highest form, so that those who studied in these surroundings would find no contrast in stepping into the outside world, except that inspired by the knowledge of his own great work to do in order to fulfill his part in the great struggle for better surroundings and better kind of living innate in every soul. That if our great republic is to succeed it must be through constructive co-operative work for the uplift of all, and not through individualism and competing for better places by pulling each other down.

Heretofore we have had sections of humanity dominated and controlled by the military spirit, at other times by the religious spirit, not infrequently by the two combined, again by the legal spirit and by the military and legal spirit, and always ruled by the power of money; at all times preaching and promising the brotherhood of man but never attaining it except in modified and attenuated form.

Here we have a great republic established on the fundamental base that "all men are created free and equal." With the best of intentions and efforts at equal opportunities of education through the highest development of the public school that the world has seen, yet we have nevertheless failed of attaining the maximum of productive capacities both for the poor who are allowed to leave school at fourteen and for the rich who are educated in a false atmosphere and know not life itself. We have in consequence one kind of education for the poor, another for the rich, and through individualism, selfishness and the love of power have a people divided against itself, and it is known that a "house divided against itself cannot stand."

Let us then be frank with ourselves and our national ideal, and establish one community in the form of a University wherein Science and Art will be enthroned as the dominating spirits, and where everyone will be judged by his deed, where self-reliance and self-support shall rule.

Under such influence the mature students when leaving the institution may hope to have a greater earning capacity than when they entered it, and be better fitted to take hold of life to make of it "Peace on earth good will toward men."

In outline this is the kind of institution contemplated by Senator Borah of Idaho in his bill to establish the Federal University to be located at Washington and be in co-operation with the State, Colleges, Universities and experimental Stations, and have local co-operative centers wherever the people want them. A university within reach of every citizen who wishes to better his physical, mental or spiritual condition by his own efforts for the purpose of life is not only prosperity but self-development.

It is estimated that there are over ten million children in the United States between the ages of fifteen and twenty-one, and a good proportion of these do not know how to do anything very well and do not want to do anything very much; their productive capacities have been only partly developed. They are drifting from one temporary occupation to another. Although they are minors they have no protection as such and are at the mercy of every employer who wants their time and their energy because it is cheap. Their only idea of an education is that by means of it they may attain a life of idleness. As minors they are entitled to be taught how to make the most of their abilities, and they need to be inspired by the idealism of a great University wherein self-reliance and self-support may be the means of advancement not only materially but intellectually and spiritually.

To help make a world where no one has the right to idleness but where all work in co-operative instead of a competitive way for the uplift of mankind.

There has never been a University based on fundamental principle that each student shall be a self-sustaining unit the same as the world itself demands of most of us. The trustees or regents of this University are to be selected from men who have experience in the application of the Arts and Sciences to the needs of daily life and having made success of their own private affairs it is to be assumed that they can put such an institution on a practical basis. The long term of service of the trustees insures a permanency of policy.

While Congress is asked to make the initial appropriation the foundation endowment feature of the university will attract endowments from those who have money to leave for the benefit of mankind, no matter in what form the fund is intended to apply to the betterment of life. Such a University will deal with life in every form, and will set up an unassailable standard; namely, that every one should know how to do some one thing well, and that the best in everything is none too good for an American citizen as his guiding principle.

On this simple and firm base we can make material prosperity ever a means to the highest culture and spiritual growth. Some say this is making a Science of Religion, others that it is to be a Religion of Science. It matters not for Science and Religion are really kindred forces and are everywhere working for the same ends. A University must deal with humanity as it is and the idealism of the spirit is a big part of human life.

Educational Symposium

Council of Jewish Women Active

A summary of the educational needs of San Francisco and of the opportunities for clubwomen to co-operate with the school directors was given Thursday, March 14 at Golden Gate Commandery Hall before the San Francisco Section of the Council of Jewish Women. The program, which was arranged by Mrs. M. M. Fitz Gerald, was entitled "An Educational Symposium" and included addresses by several authorities on school problems.

Mrs. Louis Hertz, who presided, said that it was one of the purposes of the organization to assist in educational matters, and that the speakers had been invited to come and tell what was being done and what would be done in the schools of San Francisco.

Colonel James E. Power, member of the Board of Education, grouped under five headings the more recent reforms in the department, as follows:

Free lectures for adults, school savings bank system, home economics courses in the evening, industrial work, and lastly, the extension of physical culture and folk dancing.

Dr. Richard G. Boone of the University of California dwelt on the need for a vocational guidance bureau in connection with the schools of San Francisco, modeled on the plan of the bureaus in New York and Boston. He said that many of the trades and crafts taught in schools lead to nothing better, and hence were detrimental to the development and advancement of the children.

Miss Teresa M. Otto, dean of women, California School of Mechanical Arts, urged her hearers to work for improvement in the curriculum to make it more suitable for girls. She favored an intermediate period of education between the lower grades and the high school, when girls could be taught practical subjects.

Dr. A. A. d'Ancona, president of the school directors, told of recreational work and social service in connection with the department. Mrs. Fitz Gerald, the last speaker, spoke on the school as a neighborhood agent, and asked the club women to assist in making the schoolhouse in each district the social, civic and educational center.

The Service of Janitors

Delivered February 29th at 9:30 a. m., by G. M. Wilson, Superintendent of Schools, Connersville, Indiana, before the Department of Superintendence of the National Education Association at its meeting in St. Louis.

I desire to defend the thesis that it is possible to fix definite standards and to thereby greatly increase the efficiency of janitorial service. As regards air, we know that each pupil is entitled to 200 cubic feet of air space with an inflow and exit of 30 cubic feet of air per minute. It is possible to measure and insist upon this standard of fresh air. We know that foul air is conducive to catarrah and pulmonary diseases, and that contagion spreads under such conditions. We know on the other hand that fresh air is very closely related to a fresh mind, to progress and success.

We know that lighting the school room is related to cleaning, that dirty windows mean a reduction in light, varying from 10 per cent to 50 per cent. Knowing all of the foregoing it seems possible to determine a definite standard for lighting and in any particular locality a definite standard for cleaning the windows. It is just as surely known that this will not be secured by a direction to wash the windows "when dirty" or " as often as needed."

As regards humidity, we know that enlarged tonsils, catarrah diseases, generally nervous and anaemic conditions follow the failure to properly humidify the air. We have a definite standard fixing a lower limit as 60 per cent and the upper limit as a relative humidity of 70 per cent. We know the methods by which to secure the proper standard of humidity. So it would seem possible to fix, and to carry out a definite standard with regard to humidity.

With reference to the temperature of the school room we know that a uniform temperature of 68 degrees means from 25 to 60 per cent less coughing and colds in the school room than a temperature of 72 degrees. We know that excessive temperatures mean a weakened condition, rendering the child susceptible to disease and rendering progress in school work almost impossible.

A schedule for janitor's duties and the requirement for systematic and regular reports would aid in obtaining these results.

Hear the conclusion and summary of the whole matter. First,—Second,—being physical and manual, almost every phase of janitorial service lends itself readily to standardization. Third,—increased efficiency of janitor service and more sanitary conditions for the child follow quickly upon standardization.

San Francisco, California,
January 31, 1912.

This is just to tell you that our Mr. Burbank has been transferred to our Chicago office and that Mr. Linscott will take Mr. Burbank's place in charge of our Los Angeles office, address 252 South Spring street.

Mr. Frederick A. Rice, a Cornell graduate with two years' teaching experience, will take Mr. Linscott's place in the San Francisco office.

Thanking you for the courteous treatment which we all have received at your hands, I am,

Sincerely yours,
Selden C. Smith.

"The poems of Henry Van Dyke," published by Scribner & Sons, price $2.00, is the finest literary contribution to the world of letters the past few years. Dr. Van Dyke represents the highest type of the literary artist. This volume represents his first complete collection and contains many poems hitherto unpublished. The book is divided into "Songs Out of Doors," "Stories in Verse," "Pro Patria," "In Praise of Poets," "Music," "Lyrics of Labor and Romance," "Songs of Hearth and Altar Inscriptions," "Greetings and Epigrams." Dr. Van Dyke is our real national poet, and this volume will standardize his fame.

Do Schools of Trades Meet the Needs of City Children for Vocational Training?

Delivered Wednesday, Feb. 28, by Carroll G. Pearse, Superintendent of Schools, Milwaukee, and President of the National Education Association, before the Department of Superintendence of the National Education Association, at its meeting in St. Louis.

Once commercial and industrial establishments demanded service and trained their young employes for it; today it is the rule that such plants demand service; they do not train for it.

The State makes doctors and lawyers and engineers and farmers in schools; it even makes bookkeepers and stenographers in high schools. It must also now make mechanics—skilled artisans—in schools—trade schools; for not all young people seek the professions or desire to work in commercial establishments. Industrial organization is such that, if the supply of craftsmen of the best quality is not to fail, trade schools must teach them.

The quality and value of the "product" of good trade schools is no longer in question; only those who are not informed now maintain that trade schools cannot give a youth an appreciceship training as valuable, and make him as effective as the commercial shop.

Trade schools are criticised because they are expensive; because it costs more to send a boy for a year in one of them than a school of the ordinary type. A report made to the National Education Association some years ago showed that the cost of high school and normal training education in many cases approaches or equals the cost of good trade school instruction; and the earning ability of the trade school graduate far surpasses that of the high school boy.

But assuming that to educate a boy in a good trade school costs $300 a year—$600 for the course of two years. An unskilled laborer, a man without a trade, can earn $500, maybe $600 a year; a good mechanic can earn $800, $900, $1,000 a year. The value of a man earning $500 or $600 a year, capitalized at 4 per cent is $12,500 or $15,000; the capitalized value of a man who can earn $800 to $1,000, $20,000 to $25,000. If by paying out $600 for two years' schooling, a man's earning power can be raised from $600 to $1,000, and his capitalized value from $15,000 to $25,000, it looks like a very good investment.

Trade schools are not the solution of all our industrio-vocation but they meet the need of an important part of the young people who are leaving our elementary schools at the end of the course, and are meeting that need effectively.

Whatever I have tried to do in life I have tried with all my heart to do well. Whatever I have devoted myself to, I have devoted myself to completely: in great aims and in small I have always been thoroughly in earnest.—David Copperfield.

Waste and Efficiency in School Studies

Presented by W. H. Elson, former Superintendent of Schools of Cleveland, Ohio, before the Department of Superintendence of the National Education Association, Tuesday, Feb. 27, at its meeting in St. Louis.

New Criteria of efficiency turn the center of administrative interest from the needs of the few and the strong to the needs of the majority.

The failure of the school to hold its pupils is one of the great sources of educational waste. In a typical city it was found that for a ten-year period but 48 per cent of all the children enrolled in the first grade reached the sixth, but 36 per cent reached the seventh, and that but one pupil in four attained the eighth grade. In a word, taking the records for ten years as a basis of judgment, it was found that only one child in two ever advanced in the elementary school beyond the fifth grade.

In the high school the records show similarly large losses from withdrawals. It was found that for a ten-year period one child out of every three withdrew before the second year, one out of every three withdraw before the second year, one out of every two withdraw before becoming a junior, and two out of every three failed to graduate.

Nor do the records show that these losses within the school are due to its breaking down within recent years, for taking the first half of the ten-year period, the per cent of those graduating from high school or completing the eighth grade is a trifle less than for the last half of the period, thereby showing a slight gain in holding power on the part of the school.

When the life history of ten graduating classes of high school is made the basis of judgment, the losses within the school from withdrawals are surprisingly large. Broadly speaking it seems reasonable to conclude that of those entering the first grade, 95 per cent leave without finishing the high school, 50 per cent withdraw before reaching the sixth grade, and 75 per cent before attaining the eighth grade; while of those entering the high school, one-third leave before the second year, two-thirds drop out before graduating. This is fairly typical of the country at large. It reveals enormous waste due to withdrawals from schools. Naturally the question arises, to what extent is the school itself in organization, instruction, course of study, standards of value, or otherwise responsible for those losses and for its own lack of holding power. Vocational high schools have a marked influence in tending to keep children longer at school.

But losses by withdrawals are affected also by retardation. In a typical city the records show that, exclusive of all special schools, one-fourth of all elementary pupils were retarded one to four years.

From data available it seems reasonable to conclude that, of all money spent on public education in American cities, one-tenth to one-eighth is spent in taking children over the work a second time, an enormous loss considered from any point of view. As a money tax due to the maladjustment of study-courses and promotion scheme to the ability of children it is excessive. When the school is tested for efficiency by its ability to carry children through its course on time it shows great waste.

The maladjustment of the work of the school to the capacities and interests of children is expressed in terms of withdrawals, retardation, repetition, and non-promotion. The thoughtful student of educational waste can not fail to reach the conclusion that the school is addressing itself to the stronger group, and setting its standards of attainment beyond the range of the average children.

Methods and standards of promotion must also be made more flexible.

There is urgent need for standardizing subjects, departments and schools.

A study of educational waste forces the conclusion that in the collection and use of data to guide in measuring the efficiency of the school and in determining administrative action, a mere beginning has been made; that if the efficiency of the school is to be definitely measured careful record of school-schemes may be adapted to the abilities, needs, and interests of all the children, and the school itself be thereby enabled to check its own waste.

The Educational Value of the Study of Agriculture

By Earl Barnes, Lecturer on Educational Topics, Philadelphia, Pa., read February 28, before the Department of Superintendence of the National Education Association, at its meeting in St. Louis.

Education is everywhere today turning from an exclusively intellectual training to the development and discipline of all the individual's powers.

As a subject of study for children, agriculture has an evil record which it must outgrow. But we are not here discussing the evils associated with farming or profit. We are discussing the effect of lessons, planned for educational results, not for farm profits, conducted in pleasant school gardens, and on neighboring farms, and stopping short of the empty weariness that makes many of us remember our childhood with pain and regret.

Such a study of agriculture commands a wide range of interests common to children. It satisfies the child's desire for the active, the concrete, and the personal. By pitting one child-farmer against another, and both against the forces of nature, it affords him the opportunity for emulation and struggle which he craves.

The psychological cycle of education—impressions registered as memories, worked up in associated groups and reasoned sequences, and passed over into appropriate expressions—is repeated again and again in the study of agriculture. And it is only by passing through this cycle again and again that the child is prepared, when he becomes a man, to examine, judge and act.

The educative value of the study of agriculture is not psychological alone. It also calls into use a very wide range of mental powers, forces measures and comparisons upon the child, and compels him to pass judgment upon his observations and comparisons. It admirably trains him in all the humbler virtues of life, gives scope to his artistic impulses, and offers ample opportunity for co-operation, as well as for emulation.

Yet as a training for life, agriculture has very definite limits. It trains for persistence, frugality and justice, but not for generosity, imagination and sympathy. It trains observation, comparison and good judgment, but it discourages pure reasoning.

Any farmer who thinks must be a pragmatist, with strong tendencies toward determination. But meantime the children have minds that are rational and that move independently of storms or droughts. Hence they should have pure mathematics, logic and languages.

And on the moral side, Nature is carelessly fecund, shamelessly prodigal or niggardly. Of man's higher justice she knows little; and of his mercy, nothing. From his lesson in agriculture, the child should turn to the Sermon on the Mount if he would see the whole circle of man's possibilities.

In fact, for all the larger and freer visions of life the child must leave his garden and go to the mountains and the sea, into man's heart through history, biography and literature, into his dreams through philosophy, music and the arts.

Our trouble in the past has been that we have tried to take our school children directly into this abstract world of exact thinking and excited feeling without passing them through the preliminary stages of concrete experience, elementary virtues, and active self expressions. Lessons in agriculture will give this fundamental training on which all the higher development of the faculties must rest.

Martin Luther's Little Tame Robin

I have one preacher that I love better than any other on earth; it is my little tame robin, who preaches to me daily. I put his crumbs upon my window-sill, especially at night. He hops onto the window-sill when he wants his supply, and takes as much as he desires for his need. From thence he always hops to a little tree near by, and lifts his voice to God and sings his carol of praise and gratitude, tucks his little head under his wing, and goes fast to sleep, and leaves tomorrow to look after itself. He is the best preacher that I have on earth.—Martin Luther.

I call, therefore, a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and public, of peace and war.—John Milton.

The County Library a Clearing House for Books

From the U. S. Bureau of Education, Washington, D. C.

Every inhabitant of the United States, no matter how far from the centers of population, will have practically as good library facilities as are now enjoyed by the average city dweller, if plans for the establishment of a new type of book distributing agency work out according to the anticipations of the United States Commissioner of Education, Dr. P. P. Claxton, who is personally interested in their development. As the rural population of the United States numbers about 55 per cent of the total population, the new library plan may have the effect of doubling the effectiveness of libraries, and of raising the standard of culture in this country to a corresponding degree.

The basis of the new scheme of book distribution is the establishment of libraries supported not by the State, city, or town, as at present, but by the county, with a central clearing house and branches at every post office, town hall, school, or other center of community life. Under this plan, many sections of the country which at present have no libraries will be enabled to establish them. If a given county has no community large enough to support a library unaided, the county-library plan will enable all the communities to club their resources by levying a county tax for library purposes, a free use of the books so obtained being insured by a system of branches maintained at common meeting places. Thus every time a rural resident goes to the nearest store, or every time his child goes to school, he will find a well-equipped library at his elbow.

Like the traveling libraries maintained by a number of States, the county library aims to find "a book for every man, and a man for every book." Although the two institutions have much in common, the more restricted territory covered by the county library allows it to adapt itself more closely to local needs than is possible for the State book-distributing agency.

The county library plan has already been put into successful operation in Van Wert County, Ohio, where a main depository and fifteen branches are maintained at an expenditure of between $6,000 and $7,000 a year, this sum being raised by levying a half-mill county tax. The same appropriation also covered the cost last year of placing 89 additional branch libraries in the public schools. Fourteen counties in Wisconsin are now enjoying similar facilities.

The city library of Nashville, Tenn., has already adopted some of the features of the county-library plan, while a number of Carnegie libraries all over the country are also considering the same extension of their activities. Maryland, likewise, has made provision for county libraries, which are operated with State support.

"I consider the county library plan an important step in the educational development of this country," said Dr. Claxton recently. "As is well known, the schooling of most persons is of such short duration that their cultural development must be obtained principally by their own efforts from books, and any plan which will increase the number and availability of the books at their command will naturally be an important factor in raising the standard of the average person's education.

"Generally speaking, the cities of the United States are well supplied with library facilities. However, there still remains the great problem of giving the rural citizen the same opportunities of contact with the world of books as are enjoyed by his city brother. Personally, I believe that the inhabitants of rural districts profit even more from reading than do those who live in our centers of population. My own experience, as well as that of other educators, has been that country people read better books than townfolk; they read better books, and get more out of them.

"The ultimate effect of aiding the reading habit among the rural citizens, therefore, may readily be not only to increase the number of readers in this country but also to raise the standard of reading, and consequently the standards of life and culture."

Dr. Claxton went on to say that his advocacy of the county library was based on his personal observation of the Brumback Library of Van Wert County, Ohio, which is at present one of the few institutions of this kind in the country. The Brumback County Library is the result of the will of the late John Sanford Brumback, a merchant and banker of Van Wert, who directed that $19,000 from his estate should be devoted to the erection and furnishing of a library building as a free gift to Van Wert County, if the county would provide for its maintenance and its equipment of books. Later Mr. Brumback's children and heirs increased this donation to $50,000. With the money realized from a county tax levy some 3,000 books were purchased in 1899, and these, together with 1,600 others turned over by the merger of an existing library, formed the nucleus of the present collection.

The library building erected by the Brumback estate was turned over to the county in 1901. It is a beautiful structure in the Gothic-Romanesque style of architecture, built of Bedford blue sandstone, with a tile and marble interior, fireproofed throughout. The bookstacks have a capacity of 25,000 volumes. With the handsome park in which it is located, the Brumback Library has become one of the show places of Van Wert.

This is the central depository for the county's system of branch libraries and school libraries. The branches are in charge of librarians who are paid $50 a year and are made responsible for the safe keeping of the books sent them. Rural merchants and postmasters are generally selected to conduct the branch libraries, as their establishments are most centrally located and most frequently visited. The collections of books in their charge range from 100 to 150, although if this is not a sufficient number additional volumes will be sent on request. Four times a year, or oftener, the branch librarian boxes up the books for which he is responsible and returns them to the central depository, receiving at once another collection.

The books thus forwarded are not the arbitrary hit-or-miss selection of the head librarian, but conform to the desires of the local readers, as ascertained at the branch itself. Before any books are sent out the branch librarian receives a list of the titles in every available traveling collection. Each title is accompanied with a note explaining the character and contents of the books listed. The users of the branch library then discuss these lists, and the box of books which contains the greatest number of works that interests the greatest number of readers is the box called for. If the contents of no one box prove interesting to the neighborhood, the main library will make up a special selection upon request. In this way the rural book lover can obtain practically any work he desires, for which there is an appreciable call.

The kind of books read by the country people of Van Wert County are of an unusually high character. One representative box contains a hundred works, dealing with such varied subjects as philosophy, religion, sociology, language, science, the useful and fine arts, literature, travel, biography, history, and fiction. Books for young people comprise about one-fourth the entire list. Although these books are selected for the use of farming communities exclusively, there is not a single entry on practical agriculture, as it has been found that there is no call for this kind of reading. The fact that country folk apparently do not care to borrow library books dealing with their own occupation may or may not be due to a feeling that these are works which they would do better to buy outright, subject to an extended and painstaking study, and retain for reference purposes.

A most valuable feature of the Brumback Library's work is the establishment of loan collections for use in schools. These school libraries will be sent to any teacher who asks for them, the selection being made by the teacher or by the librarian, as the borrower prefers. Although this school library department is only about four years old, it has grown so rapidly that today all but about 40 of the 125 country school teachers in Van Wert County make use of its facilities.

The selections which teachers may draw out for school use are as large as desired. Usually as many books are taken as there are children in the room. These school sets are exchanged sometimes twice a month, but usually once a term, the interval being fixed by the teacher.

In this way books dealing with history, geography, and biography have been made popular subjects of reading among the school children of Van Wert County. Nature studies and easy scientific books are also in demand, while fairy tales, myths, and legends provide the child with an enjoyable introduction to literature. Occa-

sionally members of school boards object to the introduction of library sets into the schools, on the ground that the children should give all their time to text books and the study of the three R's. However, it is the experience of a number of teachers that this supplementary reading has resulted in better school room discipline and an increased interest in such subjects as geography and United States history.

The work of the school library department of the Brumback Library is now broadening in an unexpected direction, for the parents of school children are coming more and more to borrow from these loan collections as well as from the formally constituted branch libraries. Thus Van Wert County provides that the whole world of books is brought to the very doorsteps of the remotest farmstead in its borders by a clearing-house system of libraries which Commissioner Claxton wishes to see in equally successful operation throughout the United States.

AN OLD FASHIONED SPELLER

Miss Alice Rose Power, a teacher in the Edison school, has compiled a graded speller designed to meet modern requirements. The author has probably struggled hopelessly with an infinity of systems and fads and proved to her own satisfaction that all are alike barren of results, for it is evident she has no faith in the attempt to teach spelling by substituting analysis, grammar or "word-building." In appearance the "Graded Speller" carries one back to the earlier day when the whole nation studied the old Webster's "blue-back" or Wilson's and the art of learning consisted in mastering the sequence of the letters forming the words. In those dark ages schools were not regarded as social and athletic clubs and the hero of the district was not the fullback of the football team but the champion speller who could uphold the honor of his school or his class against all rivals, and the "spelling bee" in which the minister, the squire of the village, the doctor, the post master and the member of congress pitted their wits and memories against one another was a recognized institution. No one expected to accomplish results then without the expenditure of effort and the teaching of spelling was not considered an educational problem. We have changed all that and nowadays we have system after system devised, adopted and abandoned as useless because all are founded on the idea that it is feasible to get things done without doing anything. Any system is good provided those who are assumed to profit by it will not sit passive and expect to learn by the process of absorption, the mere contact with the printed page. As Miss Power has given no elaborate directions for the teacher to follow in making use of her speller it is fair to assume that she believes in the discarded system of "boning down" and memorizing the letters of each word in the prescribed order, just as our great grandfathers did when they started with a, b, c and brought up at "words of eight syllables accented on the sixth." J. B. Lippincott of Philadelphia is the publisher.—Town Talk.

Achievements in Philippine Education Make a Bright and Inspiring Chapter in Our History

Washington, February 10th.—A noted educator on his return from an investigation of the Philippine school problem said:

"It will be enough to record that the achievements of the Bureau of Education in the Philippines make as bright and inspiring a chapter of history as was ever written. If for no other reason, the United States Government has just ground for satisfaction and pride in what has been accomplished educationally in the islands in a dozen years."

This opinion seems to be substantiated by the Annual Report of the Director of Education of the Philippine Islands for the school year 1910-11 which has just been received by the Bureau of Insular Affairs. This is the eleventh report since the organization of the public school system in the Philippines under American control and shows substantial results along nearly every line of endeavor.

Particular emphasis has been placed throughout the year upon certain phases of the work which past experience had shown to be in need of special attention.

As having a bearing upon the growth of the Bureau the following facts are given by the Director:

"The annual enrollment for the school year 1910-11 reached 610,493 as against 587,317 for the preceding year.

"The total number of schools in operation was 4,404, and the total number of American and Filipino teachers on duty at the close of the school year was 9,086.

One of the chief features of the work of the Bureau was the promotion of a comprehensive school building program and plans have been provided for the buildings which are hygienic and attractive in appearance, affording ample class-room space to meet the needs of the schools, and at a cost not to exceed the funds available. Standard plans based upon the unit system of construction which allow additions to be made as necessity may demand without detracting from the appearance or utility of the original structure, have been adopted which are suited to the conditions of the country. These buildings are built of reinforced concrete combined with good construction timber and have from one to ten rooms each. Nearly three hundred buildings are now in course of construction.

Athletics, including baseball, basketball, volley ball, track and field events have a very important place in the school and community life of almost every part of the Islands. What they mean to the youth of the country can be appreciated by comparing the pastimes of today with those of a decade ago in the Philippines. The appeal of baseball is now more urgent than that of the cockpit, and the latter institution, though ancient, must give way to the newer and cleaner sport whenever they come into competition. The Director says that this new spirit of athletic interest has swept in upon the boys and girls with a force that is actually revolutionary, and with it have come new standards, new ideals of conduct, and what is more important, new ideals of character. The boy who has even for a season or two experienced the stirring discipline of public censure and public applause in hard athletic battles has learned lessons which will remain longer than any mixim learned from books.

The observance of Arbor Day is an important annual event in the bureau. During the past school year no less than 600,000 trees were planted by the children of the public schools. The aesthetic and economic benefits accruing to the people of the Islands as a result of the tree planting of a single year cannot be easily estimated.

The Postal Savings Banks were patronized by 13,728 Filipino teachers and pupils with $33,585 deposited.

Some of the results of the industrial instruction as carried on in the schools of the Islands are mentioned by the Director; school boys in a hundred towns of the Philippines are wearing hats made by themselves; the hat exports from the Islands increased from 621,475 in 1910 to 1,025,596 in 1911; many girls weave the cloth and make the clothing which they wear in school; more than half of the desks and tables in the primary schools of the Philippines have been made by the pupils; the primary schools of one province were able to deliver 1,000 salable baskets on a month's notice; in one town the baskets used to contain the oranges for export were purchased from other towns, now they are made at home as a result of the trade having been taught in the schools; one school has introduced and developed the slipper-making industry and last year sold $4,000 worth; in one province over a thousand gardens were cultivated.

These cases illustrate the sort of thing that is being accomplished in the industrial classes of the public schools. The Director believes that the highest results of the industrial instruction are those which have to do with the moulding of the character and life purposes of the pupils concerned.

Mark Keppel, county superintendent of schools, held a meeting of School Supervisors on Saturday, March 16th at the Los Angeles Normal School.

The general subject of the meeting was "Standards of Promotion." Certain phases of the question was discussed in five-minute addresses, as follows:

"Is a Uniform Standard Possible?" C. A. Langworthy; "Shall We Have An Examination Standard?" H. H. McCutcheon; "What Should Be the Standard for Language Work?" Leetta Barber; "What Should Be the Standard for History Work?" C. E. Earl; "What Should Be the Standard for Geography Work?" Nellie D. Tyler; "Who Should Determine the Standard?" J. J. Morgan.

* * *

Principal A. E. Taylor of the Martinez public schools has tendered his resignation. Charges were preferred against Mr. Taylor, and he resigned immediately.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

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Editorial

Congressman Sharp has introduced a resolution in Congress to create a national vocational school, and use the two million dollars appropriated to perpetuate the name of Lincoln. Great! Fine! Monuments of stone and brass will not mean anything to the spirit of Lincoln, or to the humble people of the earth who are trying to keep the name of Lincoln alive by public or social service.

* * *

Vocational Guidance is a new and splendid phase of educational work. Dr. Richard Gause Boone, the well known and brilliant lecturer of the University of California, emphasized this topic before the Council of Jewish Women of San Francisco. In every day English Vocational Guidance means help the boy get a job that fits him.

* * *

Trifles make history. It is said that the harmless peanut used as a synonym for the head of a man holding the position of the Presidency of the State Normal School at San Diego resulted in the adoption of English books for five hundred thousand children in California.

* * *

The State Board of Education met at Sacramento on Thursday, March 7th, and Friday, March 8th. There were present, Morris E. Dailey, Alexis F. Lange, E. L. Hardy, J. F. Millspaugh, Allison Ware, Frederic Burk, Ednah Rich, C. L. McLane and Edward Hyatt.

The meeting was both interesting and exciting. A stenographic report would be readable, but of no great value except to prove the necessity of a reorganization of the State Board of Education. W. G. Hartranft of the Silver-Burdett Co. appeared with affidavits and lawyers. The attorney, Mr. Bohnett, in speaking on the subject of affidavits made by Mr. Hartranft and Mr. Stevenson reflected on the honesty of Dr. Burk.

* * *

The strenuous president of the San Francisco Normal School demanded an apology and got it. Allison Ware in vigorous language and with much feeling denounced the attempt to show that Dr. Burk had a personal interest in opposing the adoption of Guide Books to English. After considerable wrangling Mr. Hartranft won his fight for the adoption of the Guide Books by a vote of 7 to 2. All the members present voted for the Guide Books except Ware and Burk.

Anna Wiebalk, who has been connected with the San Francisco Normal School for a number of years, but now absent on leave appeared before the Board with a manuscript on Composition, Language and Spelling. She made the dramatic announcement that Dr. Burk was prejudiced against her manuscript, and requested, unless he retracted his opinion against her mss., that he be removed from the Text Book Committee. Dr. Burk, to the surprise of Miss Wiebalk and the other members of the Board, announced that he considered the the manuscript she presented much better than the text books on the subject and would vote for it. This disarmed her proposed attack.

The Board attended to the routine business and adjourned.

* * *

The efficiency of our public school system is questioned by educators, business men and graduates. Why?

* * *

The Department of Superintendence of the N. E. A. which met in St. Louis in February was a great boost proposition for city superintendents. The meeting was enthusiastic. The attempt on the part of the old guard of the N. E. A. to make it overshadow the real N. E. A. was partially successful.

* * *

Carroll G. Pearse, President of the N. E. A., will hold the 1912 meeting in Chicago instead of St. Paul. This meeting promises to be the greatest in the history of the N. E. A. The rivalry between the Department of Superintendence and the general meeting will result in adding interest to both.

* * *

The spring time of the year is the opportunity for the agricultural, horticultural and floricultural educators to accomplish results. In the autumn when the harvest is poor, and the commission men get all the profits, the subject will not be so popular.

* * *

The reports of the meeting of the State Board of Education are impressive of the fact that neither education nor position are sufficient to eliminate such petty vices as selfishness, anger, prejudice, jealousy, bigotry or institutional, personal, political or financial pull.

* * *

The Associated Press reports from New York announce that President Wheeler receives the highest salary paid to any State University President. Has President Wheeler been bragging? Is the statement a credit to the State, to Wheeler, to the Board of Regents or perhaps it is the purpose to arouse "the Glooms" otherwise the taxpayers to the fact that our rural teachers are not paid enough, and there are others who are paid more than they are worth.

If Friend W. Richardson, the State Printer, will really reduce the price of the text books to the actual cost of royalty and printing we will apologize to Governor Johnson for our editorial slam on him when the appointment was made.

* * *

We received recently from Chicago the request for ten different copies of this Journal, containing articles on professional ethics. We did not comply with the request because E. Morris Cox, James A. Barr, Alexis F. Lange, Morris Dailey, J. W. McClymonds and a few others who initiated the movement for a high standard of professional ethics failed to live up to the standards they made for the other fellow. The only standard of ethics is the one based on the Sermon on the Mount, and it applies to the janitor as well as to the President of the University. It applies to all races. It fits all conditions. It hits all our enemies and one or two of our friends.

* * *

The most delightful phase of educational work is to drop into a classroom and see a real teacher teaching. We have for so many years heard the talk of the "leading educators" that perhaps we are peeved on the general educational proposition but when it comes to a live wire teacher and a responsive class, then our appreciation is new and keen, and education is a service of the highest type.

* * *

The medical attention given children in the schools is certainly making the pupils conscious of all the ills of humanity. It is certainly not in keeping with the new thought. The most practical work on medical lines that has been done in California is due to Dr. F. W. Snow of the State Board of Health. He is working to eliminate the cause of ill health and is succeeding.

* * *

The children in the San Francisco school department have $48,000 in San Francisco school savings banks. Col. James E. Power who introduced the measure and has put it into effective form is pleased with the results.

Value of Nature-Study Lessons

Nature-study may seem to be an indirect way of reaching the farmer; but it is not. It is direct because it strikes at the very root of the difficulty. Nature-study teaches the importance of actually seeing the thing and then of trying to understand it. The person who really knows a pussy-willow will know how to become acquainted with a potato-bug. He will introduce himself.

One of the most significant comments I have heard on nature-study work came from a country teacher, who said that because she had taught it, her pupils were no longer ashamed of being farmers' children. If only that much can be accomplished for each country child, the results will be enough for one generation. What can be done for the country child can be done in a different sphere for the city child. Fifty years hence the result will be seen.—L. H. Bailey in "The Nature-Study Life."

SECOND SEMI-ANNUAL APPORTIONMENT OF STATE SCHOOL FUNDS—FEBRUARY 28, 1912

The State Controller, State Treasurer, County Superintendents, County Auditors, County Treasurers, and Clerks of Secondary (High) Schools are hereby notified that the following apportionments of State School Funds have been made as directed by law. They will, therefore, credit the proper funds in their respective books in accordance therewith.

The sources of the apportionments will appear from the letters of Mr. Nye, State Controller:

Elementary Schools

Sacramento, February 27, 1912.

"Hon. Edward Hyatt,
Superintendent of Public Instruction,
Sacramento, California.

Dear Sir: Under date of January 2, 1912, this office notified you that there was at that time in the State School Fund and available for apportionment (and still unapportioned) the sum of $932,939.69. Under date of February 27, 1912, there was transferred from the General Fund to the State School Fund $1,510,426, making the total available for apportionment $2,443,365.69.

Amount unapportioned July 3, 1911		$2,299.56
Amount received from polls		515,574.32
Amount received from interest on bonds		148,333.34
Amount received from interest on school lands		20,127.34
Amount transferred account inheritance tax		150,000.00
Amount transferred account taxes		1,913.800.00
Amount received from dairy fines		548.50
Amount received from University of California		6.00
Amount received State Board Examiners (veterinary medicine)		.30
		$2,850,689.36
Less amount apportioned October 25, 1911	$1,913,800.00	
Less restitution interest school lands	76.27	
Less transfer to correct	3,873.40	
		1,917.749.67
Amount subject to apportionment January 2, 1912		$932,939.69

High Schools

The sum of $294,890.20 has been transferred, in accordance with the requirements of the statute, from the General Fund of the State Treasury to the State High School Fund, and the same is available for apportionment by your department as authorized by law.

Very truly yours,
A. B. NYE,
State Controller."

Amount Apportioned for the Year to Date

October 25, 1911, $200 per teacher, or	$1,913,200.00
February 27, 1912, $50 per teacher, or	478,450.00
February 27, 1912, $7.45 per pupil on attendance as reported June, 1911	1,962,344.00
Total per teacher, $250; per pupil on attendance, $7.45, or in all	$4,353,794.90

Apportioned for Year Closing June 30, 1911

January 10,1911, teacher basis, $250, total	$2,102,250.00
January 10, 1911, on attendance, $3.94, total	994,144.74
July 12, 1911, on attendance, $6.21, total	1,566,913.41
Total, per pupil on attendance, $10.15, total	$4,663,308.15

There will be more money from poll tax, interest on money, etc., which will come in about July 1, 1912. At this time we cannot give a definite estimate as to the amount.

Apportionment of State Aid to Secondary (High) Schools

Total number Secondary (High) Schools entitled to receive State aid June 30, 1911	221
Total average daily attendance in said schools for the year closing June 30, 1911	35,117
Rate per school on one-third basis	$444.78
Rate per pupil on attendance basis	$5.59
Amount apportioned on school basis	$98,296.38
Amount apportioned on attendance basis	$196,304.03
Total apportioned	$294,600.41

Total Apportionment for the Year

Per school on one-third basis, October 25, 1911	$350.00
Per school on one-third basis, February 28, 1912	444.78
Total	$794.78

On Attendance

Per pupil on average daily attendance, October 25, 1911	$4.40
Per pupil on average daily attendance, February 28, 1912	5.59
Total apportionment on attendance basis	$9.99

EDWARD HYATT,
Superintendent of Public Instruction.

State Apportionment for Elementary Schools

Credit each county with amount given below for reapportionment to the several Elementary (Primary and Grammar) district.

Counties.	Number Teachers Allowed on Attendance June 30, 1911.	Number Pupils in Average Attendance June 30, 1911.	Total Apportionment Feb. 28, 1912.
Alameda	832.00	26,343	$237,855.35
Alpine	3.00	42	462.90
Amador	58.41	1,219	12,002.05
Butte	152.00	3,604	34,449.80
Calaveras	68.69	1,362	13,581.40
Colusa	43.80	853	8,544.85
Contra Costa	135.00	3,992	36,490.40
El Dorado	20.00	405	4,017.25
Fresno	56.99	883	9,427.85
Del Norte	376.09	11,097	101,477.15
Glenn	49.93	988	9,857.10
Humboldt	175.00	4,414	41.634.30
Imperial	53.00	1,329	12,551.05
Inyo	27.00	554	5,477.30
Kern	155.50	3,836	36,353.20
Kings	77.22	2,244	20,578.80
Lake	46.25	763	7,996.85
Lassen	39.00	569	6,189.05
Los Angeles	1,760.47	55,800	503,733.50
Madera	46.32	924	9,199.80
Marin	88.66	2,394	22,268.30
Mariposa	27.15	420	4,486.50
Mendocino	156.75	2,870	29,219.00
Merced	87.87	2,123	20,209.85
Modoc	48.00	862	8,821.90
Mono	11.00	125	1,481.25
Monterey	127.55	2,707	26,544.65
Napa	90.05	2,150	20,520.00
Nevada	80.00	1,886	18,050.70
Orange	159.53	4,938	44,764.60
Placer	82.98	1,971	18,832.95
Plumas	30.00	492	5,165.40
Riverside	149.06	4,259	39,182.55
Sacramento	241.74	6,815	62,858.75
San Benito	47.65	873	8,886.35
San Bernardino	234.11	6,871	62,894.45
San Diego	273.83	6,959	65,536.05
San Francisco	1,088.00	34,578	312,006.10
San Joaquin	196.96	5,423	50,249.35
San Luis Obispo	126.00	2,674	26,221.30
San Mateo	107.14	3,052	28,094.40
Santa Barbara	115.30	2,886	27,265.70
Santa Clara	316.78	9,687	88,007.15
Shasta	135.00	2,279	23,728.55
Sierra	22.00	436	4,348.20
Siskiyou	117.00	2,062	21,211.90
Solano	108.81	2,819	26,442.05
Sonoma	247.59	6,117	57,951.15
Stanislaus	132.59	3,740	34,492.50
Sutter	43.00	968	9,361.60
Tehama	84.47	1,628	16,352.10
Trinity	26.00	332	3,773.40
Tulare	207.05	5,542	51,640.40
Tuolumne	56.00	1,275	12,298.75
Ventura	87.20	2,324	21,673.80
Yolo	73.63	1,668	16,108.10
Yuba	48.00	903	9,127.35
Totals	9,569.00	263,402	$2,440,794.90
Balance unapportioned			2,570.79
Total			$2,443,365.69

A Mark of Good Teaching

All good teaching seeks for expression from the pupil. It is what the pupil thinks, what he says, what he gives expression to in words, in actions, in deeds, that reveals what is really taught. Mechanical repetition from memory of formulated answers is not the result the true teacher seeks.—Martin G. Brumbaugh.

Look not mournfully into the past, it comes not back again; wisely improve the present, it is thine; go forth to meet the shady future without fear and with a manly heart.—Longfellow.

ACTIVITIES OUTSIDE OF THE SCHOOLROOM

Please permit me to transmit to you a resolution that I had adopted before the Council of Education at Chico.

There are three points that I have attempted to develop. First, a recognition of the honor due boys and girls who are engaged in labor of any kind outside of the regular school work, such as the boy who delivers newspapers at my door at five o'clock in the morning, as the industrial spirit is what this country needs.

Second, true and just recognition of services rendered by private school teachers in the training or education of boys and girls at the same time attending our schools.

Third, that the physical welfare of the children shall be uppermost in the minds of the instructors so that the mental training given inside of the school, combined with the mental training in art, music, etc, outside of the school shall not be in violation of Sec. 1665. At present there are two County Boards of Education in the State of California that are doing great service along this line in this particular—Alameda county and the county of San Diego.

Whereas, the frequent reference made to the wonderful successes attained in life by men who were by environment or otherwise deprived of the opportunities of college, university or high school education of the day, and

Whereas, the elements of strength observed in these remarkable characters were attained through and by the labor activities outside of school discipline as observed in the life of hundreds of eminent citizens of our county, and

Whereas, the knowledge of the virtue of these activities outside of school regime has caused the enriching and enlarging of the school facilities resulting in the establishment of manual training, domestic science, agricultural work as an integral part of the public school system, and

Whereas, so far as the State is concerned it makes little difference where the manual training work is done or the culture received, whether in the shop, farm or business house or within the four walls of a schoolhouse, except so far as the measure of the efficiency, and

Whereas, many of the students of the public schools are also engaged in the study of music, art, etc., in addition to the regular school requirements which have a tendency to undermine the health of these children and is a violation of the spirit of the law, Section 1665;

Therefore, Be It Resolved, that all industrial or educational activities of children outside of school hours should be taken notice of and investigated by the school authorities so as to give the proper recognition of same, to commend manual training industry and crown the students with adequate credits for promotion and graduation in our school work.

HUGH J. BALDWIN,
Chairman of Committee.

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"The Festival Book," by Mrs. Jeanette E. C. Lincoln, A. S. Barnes Company, publishers.

The revival of the festival spirit gives to this book an added importance and timeliness. "The Festival Book" is the result of a careful study of old May-day pastimes, customs, and the experience gained in adapting and presenting them successfully. The material is conveniently arranged with music, and illustrated by diagrams of costumes, "stage properties" and a large number of photographs of the different dances. Among the subjects described and illustrated are "Early May-day Customs," "May-day pageant," "Maypole Dances and Revels," Selected Folk Dances arranged for May-day Festivals," etc.

"Dutton's Little Stories of England," by Maude Barrows Dutton, author Little Stories of France, Little Stories of Germany, etc., price 40 cents, American Book Company.

This book for supplementary reading in the upper grammar grades is the latest addition to the well known and popular series of Eclectic Readings. The subjects of the stories are men and women who have been prominent in the development of the English race, not only in politics and war, but also in literature and art. The stories, which are told in simple language, are short enough not to weary the child, and are arranged in chronological order.

BACK-TO-THE-FARM

THE FOLLOWING NAMED BOOKS SHOULD BE IN EVERY RURAL SCHOOL LIBRARY

Agriculture for Beginners
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Domesticates Animals and Plants
Principles of Breeding
Fungus Diseases of Plants
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Types and Breeds of Farm Animals
Principles and Practice of Poultry Culture
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STATE TEXT-BOOK COMMITTEE

Herewith invite authors and publishers to submit manuscripts for a text book on Spelling, on or before October 1, 1912.

The price to be paid for the manuscript shall not exceed $3,000, or a royalty.

The manuscript must be limited to 3,000 words exclusive of the appendix. The words must be limited strictly to those used in writing, and must be graded according to children's usage. The text must provide an efficient system of review.

For further information apply to B. S. Lobdell, Secretary of State Text Book Committee, Lock Box 615, Sacramento, Cal.

STATE PLEDGE

The Native Daughters of the Golden West has requested that the following pledge be given in the public schools:

"I am a California child, I love this Golden State,
Its mountains high, its valleys wide, its people good and great;
I love the brave old pioneers who made us what we are,
And gave to us this glorious State, the Nation's brightest star."

Miss Ednah A. Rich, President of the State Normal School of Manual Arts and Home Economics at Santa Barbara, attended the St. Louis meeting of the N. E. A. While East she visited various art and industrial institutions in Chicago, Urbana, Toledo, Boston, New York City, Baltimore, Washington and Philadelphia. In New York she delivered an address at Teachers' College.

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Vocational Guidance

By Myer Bloomfield
Director of the Vocation Bureau of Boston

What has given rise to the nation-wide interest in the subject of vocational guidance? Advising with young people as to their future is not a new thing. Reflection must convince one that personal and individual effort, however, invaluable, cannot deal adequately with modern conditions. Tenement homes, a large immigrant population as yet unacquainted with the possibilities of the new country, large school classes, and complex conditions of commerce and industry give rise to a situation which, besides friendly sentiment, needs facts, organization, and even science to understand and cope with.

Whose business is it to follow up the results of the transition from school to work? Whose business is it to audit our social accounts and discover how far our costly enterprises in education, the pain, the thought, the skill, and the sacrifice we put forth with the growing generation are well or ill invested in the field of occupation? The higher training schools are as profoundly concerned in this problem as are the elementary schools. The well-to-do are no less affected than the poor. Until society faces the question of the life careers of its youth, the present vocational anarchy will continue to beset the young work-seekers.

Vocational guidance presents itself as a community problem. To lessen this social waste, to furnish necessary information about various occupations and their advantages and disadvantages and the training necessary for efficiency in them, to broaden the range of choice, and to deepen the "life-career motive" in education and in employment, the Vocation Bureau was organized in Boston, the first of the kind in the country. The main interest of the Bureau is not the employment of youth, however favorable and pleasurable the opportunity, but its best social investment. Underlying all its endeavors is the realization that a longer period in school and continued training are fundamental to achievement in every desirable occupation.

In accordance with this plan 117 teachers were appointed to serve as vocational counselors, and the opportunities open to boys and girls were fully discussed in a course of lectures and discussions conducted by the vocational director.

Vocational guidance is a service in behalf of efficient democracy; for work and school must join hands in fitting the future citizen for the highest and best achievements.—Abstract of paper delivered at St. Louis, February 26, 1912.

G. H. Chilcote, the enterprising representative of D. C. Heath & Co. for the Pacific Coast, was one of the well known book-men at the St. Louis Convention.

Stammer?
My book "How to Stop Stammering," a treatise on "Scientific talking," direct to the point for "Home Treatment."
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City Superintendent of Schools Ansel S. Williams of Stockton is investigating domestic science, manual training, medical inspection, parental schools and playgrounds in northern cities. He will visit Portland, Tacoma, Seattle, Walla Walla, Spokane, Bellingham, Everett and Vancouver.

THE BREWER TEACHERS' AGENCY
1302 AUDITORIUM BUILDING, CHICAGO

Western School News

Hon. H. B. Dewey, Superintendent of Public Instruction of Washington, is a candidate for election to Congress. This Journal is delighted to see the schoolmaster in politics, particularly when he is the right kind of a master. Mr. Dewey is a man of splendid ability, and of earnest devotion to public service.

* * *

Wayne P. Smith, well known in California, is now in Idaho and is secretary of the Inland Empire Teachers' Association.

* * *

W. G. Hartranft is in Boston attending a meeting of the Board of Directors of the Silver, Burdett Co.

* * *

The teachers of Los Angeles have voted to establish a loan fund so as to avoid the necessity of patronizing the high priced loan agencies.

* * *

The Fresno County Institute opened in Fresno, Monday, March 13-14-15. Prof. A. H. Suzzalo of Columbia University was the principal speaker.

* * *

The California Teachers' Association will meet in Los Angeles April 12th and 13th. The Joint Board of Normal School Trustees will meet at the same time.

* * *

Mrs. Abrams, superintendent of Butte county, has been holding a series of local institutes at Chico, Oroville and Gridley. Mrs. L. L. Lowe, of the Prang Co., Edward Hyatt, Allison Ware, B. S. Lobdell, C. A. Stebbins and Riley O. Johnson were the speakers.

* * *

Mr. A. P. Brown of New York, principal of the Fall River Union High School, Shasta county, resigned on account of domestic trouble.

* * *

The School Board of the City of Sacramento has voted a substantial increase in the salary of teachers.

* * *

E. T. Manwell, formerly superintendent of Schools of Yuba county, but at present District Attorney, has refused to be a candidate for School Director of Marysville.

* * *

A. E. Taylor, principal of Martinez School, has resigned, and Miss Alice Kelley has been elected to the position.

"Here's the book I sought for so."
—Julius Caesar, Act 4, Scene 3.

A Pencil Geography

issued by the JOSEPH DIXON CRUCIBLE CO. It is convenient in size and shape, handy to carry in the pocket, and just enough in it to be read without any fatigue. It is patterned after the old school geography of forty years ago, in which the subject was taught by means of questions and answers. It gives answers to many questions which are being continually asked as to where the materials come from which compose the pencil, and also how they are put together. We think it will help you in your work in the school room.

Copies of This Little Book Sent to All Teachers Free of Charge

Joseph Dixon Crucible Co.
JERSEY CITY, N. J.

The N. E. A. will meet in Chicago, instead of St. Paul as formerly planned.

* * *

The San Francisco State Normal School under the direction of Dr. Burk continues to hold the prestige of being the school where graduates make the highest record as successful teachers. The school finds it impossible to enter all the pupils who apply.

* * *

The Alturas Plain Dealer announces that a teacher is wanted for the Craig School, spring term. Write Superintendent Harris, Alturas, about it.

* * *

Miss Edna Moore, a teacher in the Union High School, Sutter county, had a narrow escape from death on March 3rd. A horse which she was driving ran away and she was thrown out of the buggy and seriously injured.

* * *

Superintendent J. H. Francis, James A. Barr and J. W. McClymonds were among the attendants of Superintendents' Convention at St. Louis.

* * *

Vallejo now has a night school. Special instruction is given to over thirty pupils from 16 to 25 years.

* * *

The teachers of Sacramento public schools have organized an educational league for the benefit of public service.

* * *

The Board of Education of Nevada City has adopted a resolution as follows:

"No student shall be permitted to attend either Grammar Schools, High Schools or the Commercial School of Nevada School District who uses tobacco in any form or manner, or who loiters on the streets or who visits saloons or billiard or pool rooms, or who does not cheerfully conform to all the rules and regulations of the Board of Education or the Principal or teachers of said schools."

* * *

Professor Joseph Burwell McChesney, one of the prominent educators of the West, for twenty-five years and more principal of the Oakland High School, died at his San Francisco home, 2201 California street, Sunday after an illness lasting three weeks. He was 79 years old.

A native of New York State, he came to California in 1858 with some Eastern experience in teaching. In the sixties he became principal of the Lafayette Grammar School, Oakland, and later organized the first class taking high school courses. This class eventually resulted in the formation of the Oakland High School. He held the position of principal of this institution until ten years ago. He was for twelve years the editor of the Official Journal of Education and was an efficient worker along educational lines.

* * *

County Superintendent of Schools Miss Florence M. Barnes has arranged for the Sonoma County Institute to be held in Santa Rosa April 8-10. There will be 287 teachers in attendance. Addresses will be delivered by President Allison B. Ware, Jr., of the Chico State Normal School, Dr. Richard G. Boone of the Department of Education of the University of California, State Superintendent of Public Instruction Edward P. Hyatt, Elizabeth Evangeline Kepple of the Los Angeles State Normal School, Lucia Lowe, Supervisor of Drawing in the Chicago schools, and Miss Francis H. Richardson of Los Angeles.

The Luther Burbank Agricultural School, promoted by Superintendent Roncovieri will be one of the great features of the San Francisco school system.

* * *

Dr. A. E. Winship, the editor of the Journal of Education, is on a trip to California and will be here about April 15th.

* * *

Albert M. Armstrong, City Superintendent of Vallejo, has adopted self-promotion report cards, truancy blanks, etc., that are bringing excellent results.

* * *

Officers of the central section of the California Teachers' Association were elected March 14, as follows:

President, Mrs. N. E. Davidson, Hanford; first vice-president, F. G. Sanderson, Merced; second vice-president, C. J. Burrell, Madera; secretary, Miss Margaret Sheehy, Fresno; treasurer, F. M. Lane, Fresno.

The following were elected representativees to the State Educational Council: C. E. Bingham, Porterville; Osmer Abbott, Coalinga, and Craig Cunningham, superintendent of schools of Madera county.

* * *

J. Stitt Wilson, Mayor of Berkeley, made a very able address to the schoolmasters at their banquet on Socialism and Education, on Saturday evening, January 18th.

Winslow's Geography Readers

Vol. I—The Earth and Its People
Vol. II—The United States
Vol. III—Our American Neighbors
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Price, 50 cents each

1. Last year's best sellers; a most popular series of Supplementary Readers.
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T. H. Hebden, the genial representative of Houghton, Mifflin Company, is in California.

* * *

Alfred Roncovieri had an interesting illustrated page in the San Francisco Call on March 10th.

* * *

Job Wood, Jr., of Sacramento, who spoke at Fresno on March 13, for State Superintendent of Schools Hyatt, reminding the women teachers that they are now voters, urged them to help to defeat the proposed constitutional amendment abolishing the State poll tax. He declared that $739,000 was raised through the tax for the support of the California schools last year, approximately $80 for every school teacher in the State. Should the poll tax be abolished, he declared, school money would have to be raised by some other method equally as burdensome.

* * *

Dr. David Starr Jordan, president of Stanford University, will lay the cornerstone of Pasadena's new half million dollar Polytechnic High School. April 6 has been selected as the date upon which the cornerstone will be laid, but this date is subject to change in event sufficient progress has not been made on the school building by that time. Six thousand Pasadena school children will participate in the cornerstone laying exercises.

* * *

Reform in the county schools was the keynote of the first annual convention of county School Trustees, which was held in San Jose January 28. Upon motion of G. R. Greenleaf of Berryessa, a committee was named to investigate the prices paid and the real value of all school supplies. The results of the inquiry will be communicated to each board, so that all will be able to determine when fair and unfair prices are demanded.

The State law providing that 60 per cent of the money received for school purposes shall be expended for teachers' salaries and that 5 per cent shall be used for library purposes draws the strings a trifle too tight in the matter of the discretion of the board, according to a resolution adopted. In some places not enough money is to be had for teaching purposes, and in other places there is not enough money for keeping up the building and purchasing the necessary supplies. Superintendent D. L. Bateman appointed a committee to investigate and report on a more economical method of purchasing school supplies.

* * *

"MIND GYMNASIUM"

Parker S. Sercombe of Chicago has achieved a reputation in promoting a Longevity Bureau and Laboratory. He is sending out literature to many schools, and is endeavoring to secure the co-operation of teachers and Boards of Education. The following letters addressed to Ella Flagg Young, and to the principals of the schools gives a good idea of the work Mr. Sercombe proposes:

A Proposal for a "Mind Gymnasium"

Dr. Ella Flagg Young,
Superintendent of Schools.

My Dear Dr. Young: After years of research I am now fully prepared to present to you or a committee of your selection, a plan which in reality forms a basis upon which to found a Department or Course of Scientific Thinking—a "Mind Gymnasium" that will help to elevate the present standard of thought; for it is only through better and more orderly thinking that the vital problems and complex details of future society can be properly solved and adjusted.

In the conversion of "fuel units" into power by means of the best boilers and engines, the loss of friction, radiation, etc., is 97 per cent, and about an equal loss is sustained by our present educational methods in converting the plastic mind of childhood into intellect, for on the average we actually fall below three per cent efficiency. The highest achievement of the Conservation Movement will be its application to conserving the thought power of children, by instructing teachers and parents how to employ scientific methods of mind culture.

The obstacles that stand in the way of immediate betterment are (1) the tendency of every one (the result of improper mind culture in their own childhood) to accept tradition at its face value; (2) heretofore there has been no system worked out of scientific mind gymnastics; (3) but few realize that there is an area of knowledge absolutely indispensible to the highest efficiency, that is unfamiliar to teachers, reformers and statesmen, and this last accounts for the difficulty in interesting even many of the most advanced educators, for they do not conceive that such an unoccupied area of thought can exist without their knowledge about, yet it does exist and it lies within their reach for the asking.

My proposal consists of a slight variation of method and viewpoint that is not easy to recite in a short letter, on account of the necessity of employing certain abstract terms that carry different shades of meaning to different people, hence the need of making a personal demonstration in conference as it were, so that the application of the main principles involved can be made to concrete examples drawn from the minds of the listeners themselves.

*The final success of many inventions that were otherwise failures has frequently resulted from some simple variation in mechanism; and my proposal while but a slight departure from the usual viewpoint and method of thought, (1) enlarges the intellectual horizon; (2) increases the capacity of the mind many fold; (3) greatly economizes the time of teachers and pupils; (4) enables the mind to enter new areas of knowledge; (5) insures orderly and systematic thinking; (6) holds the mind within its natural limitations inculcating a true sense of proportion; (7) develops integrity of thought thus eliminating the spirit of graft and privilege; (8) discloses truths as decrees of law instead of mere opinions and beliefs; (9) provides an infallible objective standard by which to verify every conclusion, in place of the customary unstable subjective criterion; (10) supplies the sound solution of many problems without the vast expense and years of experimenting, gathering "data," etc., and all without offending the sensibilities of traditional doctrinaires.

Three sessions of an hour each is sufficient for alert minds to absorb the entire system, the ability to place it on a "working basis" and make effective use of it, depending upon the amount of practice thereafter. In view of the great value to Education and to Human Progress of such a system of mind culture, I trust you will not delay in arranging an hour for a demonstration.

Respectfully yours,
PARKER H. SERCOMBE.

*Note—There is an open challenge to educators and thinkers to break down our demonstration of any of the ten claims in the fifth paragraph (marked).

* * *

VOTERS' HAND BOOK

The first edition of "The Voters' Hand Book" is sold out. The second edition is on sale in S. F. at Robertson's, Elder's, the Emporium, etc. In L. A. at C. C. Parker's.

Price, 50 cents.

Contains the district maps of the New Apportionment, an added page on town government, and has up-to-date corrections.

On March 24th the law goes into effect that voters may state merely whether they are over 21 years old; registration for the Presidential election lasts then only three weeks. The book contains all that a voter needs to know, and is recommended by Superintendent Hyatt.

Sent postpaid for 50 cents. Address, M. Fay Coughlin, 1120 Crocker Bldg., S. F.

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Book Notes

"Realizable Ideals," by Theodore Roosevelt, Whitaker & Ray-Wiggin Co. This volume contains the addresses delivered by Roosevelt at the Pacific Theological Seminary, September, 1911. These lectures contain the fine ethical qualities of Mr. Roosevelt's life and work. "The Home and the Child," "The Bible and the Life of the People," "The Eighth Commandment," "The Shaping of Public Opinion," and "The Ninth Commandment," are among the lectures. These addresses made a profound impression upon our people. In order that the public school libraries, and the people generally might have a chance to secure these powerful ethical talks, arrangements were made to have the volume published in San Francisco. The firm selected was the Whitaker & Ray-Wiggin Co. The book is well printed, and makes a handsome volume of 200 pages.

* * *

"Down Wild Goose Canyon," by Charles Elmer Upton, of San Gregorio, San Mateo county. He has written a number of very interesting stories, and published them in neat form. The stories, "An Unpopular Boy," "In Darkness," "When Minnie Went to School," and "A Girl in the Sierras" are the stories, and there are seven or eight pages of excellent verse. Mr. Upton deserves great credit for producing such an interesting book. He is teaching school in San Mateo county, and has lived among the people and the scenes he so graphically describes. The book has been adopted as a library book by the San Mateo county Board of Education. Price, 50 cents. Closing out price, 30 cents. Write to C. E. Upton, San Gregorio.

* * *

"The Laboratory Manual in Physics," by C. E. Linebarger, Lake View High School, Chicago, Illinois, price 80 cents. The form in which this Manual is presented commends it at once to the practical laboratory teacher. The pages are large and are so arranged that they can readily be detached at the perforations and filed in the student's note book covers. Those people who do not wish to use the loose-leaf system of note books will find the large page and ample blank spaces of value to them. The author gives in the Manual only what the student needs in the laboratory. It is apparent that the course of experiments has been worked out practically with many successive classes, for the directions are clear and minute at just those points at which students are likely to find difficulty. The equipment of apparatus to accompany the Laboratory Manual is very moderate in cost, and the experiments presented are typical and illustrate essential principles, so that the Manual can be used with any of the modern texts in physics as well as with the author's own book. D. C. Heath & Co., publishers.

* * *

"Heroes of Everyday Life," by Fanny E. Coe, Ginn & Co., publishers, price 40 cents.

It has been asserted that reverence for heroism has of late years been on the wane. Whether or this be true one way to foster the noble emotion is the reading of acts of self-devotion. The lad says to himself, "What this man did, I can do." With the purpose of presenting such stimulating incidents from the lives not of statesmen nor of generals, but of workingmen of a type which the boy or girl may pass any day in the streets, the compiler has brought together the material for this book. Here are chronicles of men in the everyday walks of life, unlike their fellows only in having Duty writ large in their souls. These men became heroes in the midst of the pursuit of their everyday calling. This book makes a splendid supplemental reader for the fifth and sixth grades.

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Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

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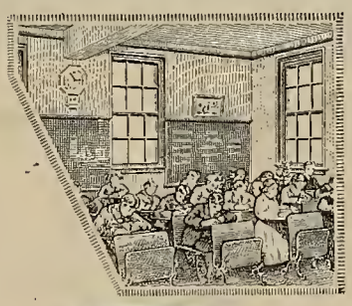

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XVIII. SAN FRANCISCO, APRIL, 1912 No. 4.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, Stockton, Cal., Secretary.

Off to the Desert

It has been a long time since the readers of this column have had any of my travels to withstand. Come, let us descend together into that depressed basin of southeastern California that is known as the Colorado Desert, and that has the Salton Sea as its nucleus. It is an old joke that this region has the lowest down schools and the lowest down farms, and the lowest down people on earth—because they are all below the level of the sea. Geographically, this is the most interesting, the strangest and the most wonderful spot in the North American Continent. It is well to accumulate material from time to time for teaching it. It is our own.

* * *

Arriving at Mecca

The Southern Pacific Railroad on its way from Los Angeles to New Orleans crosses the desert bowl and skirts the Salton Sea. The nearest settlement to the water is Mecca, a little village station amid the white sands of the desert.

The hotel is called the Caravansery. It consists of a big dining room with double roof and wide porches. The bed rooms are scattered all over the square, and each consists of a tidy little tent house, with sides that can be raised at will. The place is one hundred and seventy-six feet below the level of the ocean. It is underlain by a wealth of artesian water. Wherever wells are put down, strong streams of purest, softest, clearest water gush forth, under great pressure. The railroad loads its tank cars here with water for the desert stations further out, where the natural water is undrinkable —always there is a train waiting to be filled up from the artesian fountains of Mecca, and always trainloads of water are thundering on their way, day and night.

Right From Africa

The Federal Government is playing an important part in building up this date industry. Bruce Drummond is the expert in charge of it, stationed at Indio. He has experiment gardens at Indio, Mecca, Arizona and Texas. The garden at Mecca contains 15 acres. In it are choice trees imported from Tunis, Persia, Arabia, Egypt and the oases of the Sahara Desert. They can be propagated by seeds or by off-shoots, (i.e., young plants that spring out from the trunks of the parents.) They cannot be grafted or budded in any way.

California dates will be as universal and as familiar as California oranges or California figs. There is a story in all this for the geography class.

* * *

The District School

Of course I went to the school in the edge of the town. It had about a dozen pupils and they were in charge of Miss Pool. What a delightful name to find on the hot and thirsty desert! Rhymes with cool and brings up enticing visions of placid depths and sparkling surfaces!

FEMALE DATE TREE

This photograph shows a splendid young female date tree in the United States Date Garden at Mecca, in Riverside County. The tree is six years old and was brought from the oasis of Ourlana, in Northern Africa. Observe the ripening fruit and the characteristic desert landscape outside the garden. The protograph was taken by Mr. Drummond, the arboriculturist in charge of the government date gardens.

The most splendid date tree in America stands in the Mecca garden and was brought from Tunis in 1904. It is called the Menakher, and was secured with greatest difficulty from the native shiek. Its fruit is one and one-quarter inches long, three-quarters of an inch thick, and of ravishing flavor. The Deglet Noor is another famous date, from the oasis of Biskra. It is amber colored, almost translucent, dry enough to carry in the pocket and is as delicious to eat as chocolate creams. Mr. Drummond gave me a California specimen to try for myself, and it was simply splendid.

Many thousands of date trees are being scattered among the farmers of this region, and before ten years have passed away Cali-

Miss Pool comes to school in the cool of the morning, dressed in khaki, walking two miles from her boarding place and looking as alert and as dainty as are antelope upon its native heath. She is a Normal graduate and is teaching an excellent school.

Her predecessor, however, met a terrible fate. Her name was Miss Mainland. I knew her well. She quit school teaching a couple of years ago to marry a clever young rancher, Dale Kiler by name, and lives in a grove of cottonwood trees a mile from the station. She has a nice house with a screen porch around it and when I went up to see her she showed me a yellow haired baby a year old! Now what do you think of that?

The Salton Sea

When the Colorado River poured its muddy tide into the Salton Sea (or Salton Lake as we might more properly call it), the shore line came within half a mile of the Mecca school house. Now, however, it is going down, at the rate of three feet perpendicular per year, and one must walk two miles or so to reach the flat and muddy beach. The graveled railway submerged by the rising waters affords dry footing to the brink and out into the lake. Big carp and catfish have stranded on the shore by the dozen. A few boats and launches are ready for service. Some time ago the school went out on a boat for a picnic with the superintendent, who was startled when different children pointed out tree tops and poles sticking up out of the water here and there, saying, "Oh, there was our place," or "That's where we lived." You understand, their homes had been overwhelmed by the upward creeping water, several years before.

* * *

Where is the Salt?

When the basin begin to fill, its lowest portion was occupied by thousands upon thousands of tons of salt. A great salt industry was there, shipping and selling the stuff. When the water came on, the salt was dissolved and there was so much water that the salt could not even be tasted in it.

Now, they figure that the lake will evaporate and disappear in about twenty-five years. Where will the salt be then? And whom will it belong to? And what will be the condition of the great engines and extensive machineries of the salt mills at the bottom of the sea? Nothing was saved and the salt-men were ruined. Of all their princely possessions not even a taste remained.

* * *

Romantic Industry

There is a most fascinating story in the efforts of the people in this wondrous basin to import an Old World industry full fledged—the raising of a famous fruit, the date. I can only hint at it here. Undoubtedly it is going to succeed and undoubtedly it will become the chief industry of the whole region, demanding the time and the energy of many thousands of California citizens. Already many date gardens are established, and a few are already coming into bearing. Already dates have been marketed that are larger, handsomer and better flavored than anything that can be bought in imported fruits.

This particular region is better adapted to the culture of the date palm than any other spot in the United States. Its dryness, its heat, its plentiful artesian wells, make ideal conditions. The palm loves to have its head in a furnace and its feet in a pool. Around the fringes of the desert is the native home of the familiar fan-palms that have been carried to every part of California, and thousands of hoary old trees are growing here still. The prosperity of these wild palms was a hint to the date gardeners.

The Date Gardens

Observe that it is a date GARDEN, not a date **orchard** or a date **grove** or a date **ranch**. The trees are set 30 feet apart and about 50 to the acre. They are irrigated and cared for about the same as orange trees. They bloom in March and fruit in October. There are male trees and female trees. The folks speak in a startling way of this trees and that as "She" or "He"—they actually seem to have personality. One male tree is enough for an acre of females. Each bunch of fruit-flowers, as it first bursts its envelope in March must be fertilized by placing it in a little twig of the pollen-bearing flower from the male tree. The tree begin to bear when 5 or 6 years old and when in full bearing yield 100 pounds of fruit. The fruit goes into boxes directly from the tree, being self-preserved in its own sugar. Good dates are worth 50 cents per pound.

* * *

The Signigcance of the Story

Observe that the chief geographical significance of the story is the startling change coming over this part of the world. The largest lake in California is passing out of existence. It is being gathered to its fathers. In a quarter of a century it will be no more.

In like manner what has been called a desert for generations is also disappearing. The Colorado Desert itself will shortly evaporate and be forgotten. It is rapidly turning into a vast expanse of fruitful farms and happy homes. Its climatic conditions are really no worse than any of our inland valleys when we have water and shade and shelter at hand. No balmier air or sweeter breezes or more healthful dwelling place exists on earth than this very region. No other place is filling up faster with an enterprising and intelligent people than these wide reaches of the one-time desert about the one-time sea. So endeth this lesson.

THE N. E. A.

Second Floor, International Bank Building,
116 Temple Street,
Los Angeles, Cal., March 28, 1912.

To the Active Members of the N. E. A. in California.

Dear Friends: The N. E. A. will meet in Chicago July 6-12, 1912, and the round trip rate will be $72.50.

Convention Headquarters will be in the Auditorium and Congress Hotels.

California Headquarters will be in parlors 1102-1104-1106 of the Congress Hotel.

Are you going to the meeting? Do you know of others who are going?

Will you advertise the meeting and do your best to secure a large attendance from California?

If the names and addresses of those who expect to go can be secured it will be possible to arrange one or more excursions from California. Please send me those known to you.

Why not double our active membership from California? Let each active member secure one new active member and the work will be done.

Let me hear from you. As your State Director I am anxious to be of service to you.

Truly yours,
MARK KEPPEL.

People Stand to Win Against Book Combine

Members of State Board Who Oppose State Uniformity in Publication of Texts are Heading Into Trouble—Peculiar Actions at Recent Session
By Laurence Todd

If public opinion can bring it about, you are going to get some resignations, before very long, from the State Board of Education. This State Board, you remember, is made up of the presidents of the seven normal schools, the president and professor of education at the State University, the State Superintendent of Public Instruction, and the Governor. The Governor and President Wheeler of the university are too busy to attend the meetings regularly, so it is really a board composed of the other nine.

Who will resign? And why?

Look here: These educators are hired by you to protect your children's schooling. If you find that they are allowing their action to be highly satisfactory to the book trust, which stands to make hundreds of thousands of dollars out of you in a single year; if you discover that the trust wants only one big State like California to set the example so that all the other States may lie quiet in its clutches; if you find the book trust buying the legal services of prominent young politicians and State officials, and openly attacking such State educators as oppose its plan; then, don't you think somebody, before very long, is going to get a chance to resign?

Every year the children whom you send to the grade schools in California pay $275,000 for textbooks. The trust influence is still strong enough to have prevented your publishing any textbooks for the high schools, which make up another item of perhaps $100,000. The sales of books from the State printing office in 1910 were $187,000. The supplemental list cost to you about $70,000. Now the trust wants to put your State printing office out of the book business. It is fighting to accomplish this by abolishing State uniformity of books. If each county has a different list of texts, then the State can't print all the editions, and the trust will regain control.

Presidents Dailey of the San Jose Normal and Hardy of the San Diego Normal are against State uniformity. Presidents Burk of the San Francisco Normal and Ware of the Chico Normal are against the trust and against county adoption. They want California to draft and publish all of its school textbooks, since the State can do the work better and cheaper, with no graft, profit nor special favors to any educator. You, the citizen, get the profit from your own book business.

Dailey and Hardy, with President Millspaugh of the Los Angeles Normal and Prof. Lange of the university, are fighting to drive Burk from his position on the State textbook committee, where he is resisting the trust with great energy.

Burk and the State printing plant and the school children's right to protection from the book trust will win. That's bound to be the outcome. Perhaps an investigation will hasten the event.

Anyhow, you have some resignations on the way.—Sacramento Evening Star.

Our High School Curriculum What Shall We Do About It?

To the High School Teachers of California:

The new form of recommendation for admission to the San Francisco State Normal School by principals, has shown marked superiority over the old form of State University recommendation heretofore used. In the forty vacancies available for new students upon the opening of the January term (1912), thirty-nine were filled by students fully recommended acording to the following form:

I recommend for admission to the State Normal School at San Francisco, ————, who was graduated from the ———— High School, ————, 191—.

I certify

(1) That —he posseses, in marked degree, conscientiousness and a sense of personal responsibility in discharging duties intrusted to h—; that —he distinctly does not belong to the type of students who, unless goaded by penalties for dereliction, neglect and shirk their duties to themselves and to others.

(2) That h— degree of knowledge and inteligence concerning the civic, social, and industrial affairs of life represents fairly the best standards of this high school.

(3) That h— spoken and written language (inclusive of spelling) is free from blunders to a degree I would expect in any intelligent person or teacher, and in this respect —he represents the best standards of this high school.

(4) That to the best of my knowledge and belief —he has not seriously violated, in school nor out of school, any of the general standards of personal integrity.

(Signed) ————————————

Principal ———— High School.

Dated at ————————

————————, 19—

Four others, partially recommended, were, upon competitive examination, placed upon the waiting list to be admitted in March, provided certain preparation is satisfactorily completed.

The test examinations in the formal subjects of language, spelling, and arithmetic, by which students are selected for assignment as student teachers in the training school, showed that the students admitted, as a whole, were distinctly better prepared than any previous incoming class. In spelling, based upon a test of 150 words, the lowest mark was 94 per cent and many papers were perfect. In previous classes, admitted upon the University credentials, the percentage of a considerable number has fallen below 80 per cent, and in individual cases has been much lower.

In the language tests all were satisfactory, and with one or two exceptions the errors were of an inconsequential character.

A Weakness in the Accrediting System

In so far as the high school courses of study, as a general system, are a preparation for intelligent life, there are some features which I take a grave liberty in calling to your attention. But permit me to say in advance that the causes of the deficiency in preparation in the particular field mentioned are not due to poor quality of teaching, or to any conditions peculiar to any individual schools, but to the general system of high school organization.

I submitted the following two questions to all entrants recommended, as representing these best standards:

1. Write briefly concerning the chief civic, social and political movements characteristic of the administrations of President Roosevelt and President Taft.

2. Characterize, in a line or so, the following persons in a way to state what they stand for in general public intelligence:

Queen Elizabeth	Luther Burbank
Ulysses	Brer Rabbit
Hamlet	Carnegie
Gifford Pinchot	Beethoven
Diaz	Booker T. Washington
Lancelot	Isaac
La Follette	Samuel Gompers
Marcus Aurelius	Millet
David Harum	Darwin
Pythias	Cassius
Jane Addams	Henry Stanley
Huckleberry Finn	Pickwick

The answers to the first question were such that they could not be generalized. Some schools had evidently carried their history and civic instructions, by means of texts and otherwise, down to the present, and others had not. The papers showed individual variations, and the only general statement which can be made is that **what the students had been distinctly taught, showed every evidence of having been well and thoroughly taught.**

The Purpose of the Test

The test upon familiar persons lends itself to more definite and significant statements and conclusions. The questions were not carefully, but were dictated orally upon the spur of the moment, and had more thought been expended in their choice, they could have been greatly improved. They were not selected upon the principle that the students should be expected to be familiar with all of them, but they were selected upon the principle that some of them are systematically taught in the high schools, and others, though very generally known in present discussions among intelligent people, are not usually taught in schools. The test represented an attempt to compare, relatively, the effectiveness of teaching in schools, with the degree of absorption from public discussions not subject to school instruction. The answers were not rigorously marked. Any answer that showed that the student had identified the person within the range of the essential features of popular acceptance, were marked as fully correct; for example, that La Follette is a United State Senator from Illinois, that "Luther Burbank is a famous of San Jose," that "Carnegie is a millionaire endowing libraries," were accepted as approximations worthy for present purposes of full credit.

The following tabulation is based upon the complete papers of forty entrants, all recommended by the principles, as possessing that "degree of knowledge and intelligence concerning the civic, social, and industrial affairs of life represents fairly the best standards of this high school."

	No answer.	Blunder in answer.	Total wrong.	Marked correct.	Per cent correct.
Elizabeth	0	0	0	40	100
Burbank	1	0	1	39	97
Hamlet	1	2	3	37	92
Lancelot	0	3	3	37	92
Carnegie	2	1	3	37	92
Beethoven	3	1	4	36	90
Cassius	2	2	4	36	90
Isaac	5	0	5	35	87
Huckleberry Finn	4	2	6	34	85
Llysses	5	3	8	32	—80
Diaz	0	9	9	31	—78
Pickwick	8	2	10	30	—75
Aurelius	5	6	11	29	—72
La Follette	5	7	12	28	—70
David Harum	15	1	16	24	—60
Booker T. Washington	7	9	16	24	—60
Millet	16	2	18	22	—55
Jane Addams	16	7	23	17	—44
Charles Darwin	13	10	23	17	—44
Gifford Pinchot	14	12	26	16	—40
Henry Stanley	25	2	27	13	—32
Samuel Gompers	21	8	29	11	—27
Brer Rabbit	27	3	30	10	—25
Pythias	21	11	32	8	—20

Source of Students

Lest there be some question that these students fairly represent our high school system, permit me to state that these students come from the best class of high schools in the State. They are represented as follows: Oakland, 11; San Francisco, Mission, 6; Berkeley, 4; San Francisco, Lowell, 3; Fruitvale, 4; San Francisco Girls, 2; Santa Rosa, 2; Vallejo, 1; Colusa, 1; Petaluma, 1; Siskiyou, 1; Philadelphia, 1; Snell Seminary, 1; Ursuline College, 1; Notre Dame College, 1. Nor is there anything to suggest that any one school is better or worse than another, as the errors are very evenly distributed, and apparently have nothing to do with particular schools.

The Efficiency of the Teaching High

Six of these names—Cassius, Hamlet, Queen Elizabeth, Lancelot and Marcus Aurelius—are those of persons or characters almost universally taught in the accredited schools. The total number of correct answers concerning these names is 211 out of possibly 240, or **88 per cent.** This is certainly a good showing. These figures, if the ratio is borne out from a larger number of graduates, as most of us probably will admit, certainly indicate strongly and definitely the following conclusion:

That facts which the high schools attempt to teach through systematic instruction are taught effectively.

Test on Common Knowledge Not Subject to

School Instruction

The other names are those of persons or characters not very generally, or not systematically, taught in the high schools. What knowledge our young people obtain concerning them, as a rule, must be obtained by absorption through the pores of popular reading public discussions, or from conversation. The schools have, for reasons they have never clearly explained, neglected to give instruction in the knowledge of the events, movements or affairs with which these names are identified. From these named, we may select those of seven persons intimately connected with as many widespread and intense public movements, which have been are of such vital importance to society, to the State and to every individual, that persons who are not familiar with these movements, can not be classed as persons at all in touch with world affairs. The names selected for this consideration are those of Samuel Gompers, La Follette, Gifford Pinchot, Jane Addams, Booker T. Washington, Diaz and Charles Darwin.

It would seem incredible that any class of people living in the present dire of the public agitation of the movements represented by these names could remain ignorant of them. Yet, in contrast with school-taught knowledge, the test shows that only 143 answers out of a possible 280, or **51 per cent,** were correct.

Labor Unionism

The issues of labor unionism have repeatedly come before the public in many ways to excite universal and turbulent public interest. The name of Samuel Gompers for years has been a focal point in these discussions. For weeks, just prior to this test, owing to the dramatic McNamara trial, scarcely a daily paper was without the name in the headlines, yet only eleven of these forty graduates of accredited schools identified the name with the labor movement. Of the twenty-nine who knew nothing of him, eight hazarded gueses as follows: "United States Senator and famous politician." "The king of the Democrats." "A character in a book written by ——." "The politician without scruples." "At present forward in political life." "Member of Congress during the present session. Very prominent." "A lawyer in the McNamara case." "Another congressman in politics."

Conservation

Or, let us take the case of Gifford Pinchot. For the past four years, especially, this name has been in the heated crater of eruptive discussion concerning the great movement for conservation of our natural resources, which has been argued from pillar to post, the nation over, and has furnished the most dramatic events of the present presidential administration. Yet only twelve of the forty, or 30 per cent, of those certified by their principals, that their degree of knowledge and intelligence concerning the civic, social, and industrial affairs of life **"fairly represents the best standards of this high school,"** are able to identify the name within range of recognition. The guesses range from "A great French politician" to "an explorer," or "the only Pincho I ever heard of was a game called 'Pincho.'"

The Field of Modern Social Problems

The past half century has witnessed tremendous changes in social life. New inventions of travel and communication, new moral standards, greater inequalities of wealth, greater variety of social amusements and recreation have all combined to make the social problems infinitely more complex. Nothing can be more important to everyone than a comprehension of these social problems. The name of Jane Addams has been associated with the best known of these social movements. Yet over one-half of these young people are now stepping into life without occasion even to have heard the name. Some think, however, that at least she is "An American" or "A novelist."

The Negro Problem

Then there is that great problem of the South, in which Booker T. Washington has been identified intimately. Yet 40 per cent can not write an intelligent line concerning him. One thinks he is the "assassin of Lincoln," another thinks he is the name of a town in the State of Washington, and others place him before or during the Civil War.

The Mexican Revolution

Within the past year the government of our sister republic, Mexico, has undergone a revolution, and Diaz, the president for a generation, has been driven from his country. Our nation's troops were drawn upon the border and in the melee of civil war we could almost hear the roar of battle, but not so in the high schools, where the faithful students, like Archimedes of old, bent over their mathematics problems. While none admit they never heard of Diaz, nine, or 22 per cent, could not identify him except as "an early Portuguese explorer," "a discoverer of the beginning of the fifteenth century," "the discoverer of what is now the territory of Mexico," "an early navigator of the fifteenth century," "the first to go around the Cape of Good Hope," "the king of Mexico," etc.

Modern Scientific and Philosophic Foundations

During the present generation the fundamental conceptions of the creation and development of animal and plant forms have been revolutionized. Philosophies, theologies and science and social organizations created by them, which have resisted all the assaults upon them for centuries, have been subjected to tremendous upheavals. It is not the business of the schools to determine whether these upheavals are right or wrong, but it is the business of the schools to teach the facts concerning these upheavals which the world is generally using. We may not altogether approve of the issues of the Civil War, of the earthquake of 1906, or of the woman suffrage vote in California, but in so far as these events have materially modified the conditions of existing life for all of us, it is the business of the schools to teach the facts and the practical signifiance of their occurrence. With this greatest scientific upheaval of centuries, the name of Charles Darwin is associated with world knowledge. Yet twenty-three of the forty graduates of the accredited schools enter this modern world's activities unable to identify the name even as that of a scientist. Among the confused notions offered are that "he was one of the plotters against Scotland in the time of Mary, Queen of Scots," "an author (fiction)," "an historian."

Political Insurgency

This nation is in the throes of political insurgency. It means much, and, politically everything how people will vote in the next three years, and during these years everyone of these forty high school graduates will be entitled to vote. The issues which political insurgency have catapulted into the public forum are various and vital. The name of La Follette, in this connection, is one that has been constantly associated in one way or another with almost every political and civic issue before the country, and his name has been heralded and bandied about in every hamlet of the nation, yet twelve of these graduates of accredited schools, cannot identify him in any particular, and six of these make guesses as follows: "The Governor of California," "A famous Democrat," "The French general who helped the Americans during the Revolutionary War," "Is now one of the probable candidates for the presidency in the Democratic party at the coming election," "A Frenchman of the fourteenth century who explored," "Have never heard of it or him." Here, then, are twelve out of forty, or 30 per cent, of these forty graduates of the best high schools of the State, who, wise or ignorant, will be voting upon these turbulent political issues within three years or less, to whom such a name as that of La Follette is not even familiar. Yet, concerning Cassius, a Roman political insurgent living before Christ, 90 per cent give intelligent answers. Are our American schools preparing Roman citizens? Do we live B. C. or A. D.?

A Significant Contrast

This contrast, in which the school-taught knowledge reaches an average of 88 per cent, while knowledge of actual world affairs not taught by the schools has an average of only 51 per cent, very significantly and forcibly points to the following conclusion:

That accurate knowledge of world affairs, however popular and general, is not easily absorbed by our young people without the assistance of our schools through systematic courses.

These considerations bring us face to face with the necessity of the reorganization of our school courses in order that our young people shall be efficiently fitted to perform their duties to their homes, their society and their State. Only the schools can perform this service. Since the schools have proved their ability to teach the dead issues of Roman politics, there is no reason, if their energy were turned into the new channels, why they could not teach the living issues surrounding them in actuality.

World Scholarship Versus Pedantic Scholarship

It is quite a popular form of amusement of many critics of education to illustrate the ignorance of the world concerning certain kinds of knowledge. Recently, for example, it is reported a Chicago lecturer asked forty questions as a test of an "educated person," among which were the following: "Name the Treasurer of the United States." "How many justices are there on the Supreme Court of the United States and name five of them?" "What is a preposition." "Name your congressman." Now, these questions are of a type that, as a matter of fact, very few people can answer. Intelligent people do not know them because they are not world knowledge. There is little occasion to use this kind of knowledge and consequently, if once learned, these worthless facts are soon, and also very profitably, forgotten. If we go down into the scrap heap of some large iron works, we will find a great many tools rusted with age and exposure but which are not worn out. This does not prove that the world was foolish in not using them,

but that the makers were foolish in making things the world did not have occasion to use. So also if we should examine the graduates of our schools and colleges in the facts of history, of science classification, in grammar, or language(dead or dying), and, in fact, in the great mass which school teachers drill upon as vital, we should find a very general ignorance. This does not prove that the world is ignorant, nor foolish, but, on the contrary, it goes to prove that the schools are foolish in teaching facts which the world does not find profitable to use. This kind of knowledge is forgotten because the world does not use it. **But the typical questions here propounded belong to the reverse type. They illustrate the knowledge which the world does use and therefore the kind of scholarship, in which the schools should prepare pupils.**

The Test of Knowledge Valued is World Use

I would not be construed as rejecting or undervaluing the knowledge of Cassius, Hamlet, Elizabeth, and of other school-taught knowledge in which the students in this test show proficiency. It is valuable—as valuable as that which is not taught—because it also possesses world currency. I have made the contrast, not to exalt the one and belittle the other, but to illustrate the point that the high schools are powerful engines to disseminate knowledge, that they teach well what they undertake to teach, but that they are now neglecting to teach an area and kind of knowledge which world life now demands. On the other hand, I would not be understood as approving of the huge bodies of knowledge included in the high school courses, which the world does not use—Latin, grammar of foreign language, most of the unapplied and inapplicable mathematics and science, history for history's sake, and all the disciplinary drills, etc.

Who Then Is to Blame?

I am quite well aware that the high school teachers are not personally responsible, in any direct or immediate sense, for these results of secondary education, what of folly they contain and what of world values they omit. I know that they do not frame these courses of study, and that they are quite powerless to modify them materially. I am well aware that the high school course of study, in essential principles, was fashioned ages ago, and that it is now enforced, locally, by the accrediting system of the University; that if any school does not conform, in subjects and plan of instruction, its graduates cannot be admitted to the University, and in all probability would lose its right to share in the State school funds.

But in a large sense, the University is only traditionally responsible for these conditions, enforced by its accrediting system, because these courses of study are the preparation and foundation of what for centuries has stood, in pedantic and scholastic judgment, as "scholarship."

Origin of Pedantic Scholarship

Therefore, these high school courses must continue to be what they are until some erudite upheaval of an outraged public intelligence disrupts the hollow mockery of this term, "scholarship." As we now have it, scholarship is a rudimentary organ preserved by force of scolastic pedantry from the medieval ages. World life was then regarded as defiling and the "scholar" withdrew himself from it, or lived apart as an alien in this world, that he might become a citizen in the next. Scholarship was, therefore, a kind of knowledge acquired by scholars for the especial reason that it was unworldly and dealt with matters with which world affairs were not concerned. This was a legitimate training of men, to exist apart and aloof from this world. But in modern times, be they wrong or right, all has been reversed. The world which God made is and must be good, not evil; a place to live in, not out of. Our modern Welt-Geist demands that we shall develop our heritage, shall bridle the powers of land, water, and air; shall conquer the fierce social instancts so that all shall have guaranteed unto them the rights of liberty, life and the pursuit of happiness. A new World-Intelligence is leading from discovery to discovery, from invention to invention, overturning in its progress the cherished heirlooms of medieval asceticism; reconstructing society, government, science, art, and making thereby, with each step, a new scholarship—**a scholarship of world action.** But amid this jostle and bustle of modern life, amid this hammering din in the world's workshop, what are our scholars and our schools doing to fit the next generation to be skilled workmen in these workshops? Certainly the modern world spirit has counted upon their service. For these schools half the revenues of the State are set apart. For them, buildings have been erected at every crossroads, with equipment more lavish than that provided for any other form of modern civilization. We pass from the whirling activity of the world's workshops into the modern schools, and find them, preparing not for modern workmanship, but on the contrary, under a theory of medieval scholarship, still thumbing over the old exercise books used hundreds of years ago for the purpose of insulating the scolar hermits from worldly contact; droning forth, in sonorous cadences, the grammar of dead tongues; figuring algebraic formulae without world application; drawing geometrical diagrams of spaces without the things contained; studying, not world science, but the school-born conundrums of unapplied science; not history, but the jumbled debris of world-forgotten happenings; not literature of the living human heart, but the wretched rules for dissecting the cadavers of language from which all literary feeling has been exhaled.

The Neglected Problems

The living and existing problems of modern government, of modern industry, of modern commerce, of modern society, and of modern scholarship of every kind, which are now in limelight of world attention or in the crater of world activity, and in which the youth of our high schools and colleges must tomorrow take part, instructed or uninstructed, are not subjects of school instruction. The dead hand of pedantic scholarship has no place nor time for these. It were better, our schoolmasters of the schools say, that the youth of the land should learn the lore in the Books of the Dead than that they should know the things the world uses and will shortly require them to use, for the former, under pedantic definition, is "scholarship" and the latter is not.

Is it strange, therefore, is it to be wondered at, or am I an alarmist or a caricaturist, when we find that the best products of our best accredited schools of California tell us that the Governor of California is La Follette, that Booker T. Washington was the assasin of Abraham Lincoln, that Samuel Gompers is a McNamara lawyer, that Gifford Pinchot is a children's game of that name, that Diaz discovered the Cape of Good Hope, that Charles Darwin was an ancient plotter against the Scottish throne?

These anachronisms are the blood tribute exacted by a palsied educational system from the youth of a world that has grown centuries beyond its schools and colleges.

We Are All Responsible

But in a larger sense of good citizenship, the high school teachers and all intelligent citizens are responsible for this greedy hold of tradition upon our schools. We are responsible in that we conceal the truth, that we do not go to the housetops and proclaim the scandal of the schools and universities, and call upon all good citizens to rally to the cause of educational reorganization. We schoolmen and schoolwomen have remained silent. We have allowed and are allowing society and the State to sleep on, in false confidence in us. Since we do not, by our own unaided strength, shake off the traditional pedantry, the people must be awakened.

A Policy of Reconstruction

As steps in this policy of construction, I suggest the following:

1. That we agitate and urge the establishment of a system of State supervision of high schools through a commission or board, in place of university accrediting and under condition that will leave this commission or board untrammeled by the prejudices of the traditional dogmas of medieval scholarship, and the high schools free to substitute the standards of a modern scholarship, based upon world efficiency.

2. That, as individuals and conjointly, we proceed with every opportunity to appraise our schools' scholarship in terms of the kind of knowledge and intelligence the modern world is using, and freely publish the results so that all intelligent people may comprehend the problem and assist in reorganization.

There should be, and need be, no rancor in this campaign for the rights of education. The University should not oppose such a movement, for in the end it will give the universities far greater and not less power. Several departments of our universities, notably the vocational, are in hearty sympathy with this movement, and have already accomplished for themselves much in the work of reorganization. The chief sticking point is upon the requirements for admission, and here is where the damage is done, because, through these requirements of dead and useless knowledge, the entire high school system is paralyzed. In order that the 2 per cent of our school population may chant the pedantic passwords for university matriculation, the remainder are sacrificed upon the altar of an ignorant and bigoted scholarship. An independent State commission, unaffected by this spirit of pedantry, would be in a position to free the high schools from this strangle hold. We have but to force this issue, now guarded by a few hoary and toothless traditions, and

the high schools will be free to become people's colleges in reality as well as in fruitless name.

The Need of the Nation

What this nation is sadly needing is not more schools so much as schools of a modern type—schools which shall minister to the useful in living, and not to scholarship that has ceased to be even ornamental; schools which shall teach the great problems of today, and not the petty gossip of forgotten yesterdays; schools which shall ring with the hammerstrokes of the world's workshops, and not echo the hollow mockeries of time-dried pedantries; schools which shall train citizens of the Republic, who, as civil patriots, will battle as heroically for their civic, social and industrial liberties as their forefathers, the war patriots, battled for war ideals.

And it would not be inappropriate for the school forces to set an example of simple courage, in the reorganization of the high school course of study.

The Position of the San Francisco Normal School

Hereafter the San Francisco State Normal School will examine all students admitted from the high schools, not as a basis of admission, but as a measure of stock-taking in the problem of training teachers. These examinations will be based, not upon obscure questions which people ought to know, but questions which people of ordinary public intelligence do know, whether they ought or ought not. They will be questions concerning civic, social, scientific, literary and industrial movements, which are in the present melting pots of public discussion and have vital bearing upon the life, liberty and pursuit of happiness in the home, society or State.

Respectfully submitted,
FREDERIC BURK.

Teachers to the Fore—Earl Barnes at Chautauqua

Famous Summer School at Chautauqua, New York, Gives Enlarged Recognition To Their Needs

Every year brings new evidences that the teaching profession is coming into its own. The greatest summer school in the world has just secured one of the most progressive thinkers and speakers on educational subjects to preside over its work in "psychology and pedagogy," that is to say its course for the professional training of teachers. Chautauqua Institution has announced the regular engagement of Mr. Earl Barnes for the session of 1912 at Chautauqua, New York. In the entire school organization, with its thirteen departments and its annual enrollment of 3,000 students, no department will over-top this as regards the competence and the standing of its chief. The only full scholarships in any of the departments are for teachers in the public schools. Thus the general recognition of the teacher's importance in our modern life is emphasized at Chautauqua. So also is the fact that teachers appreciate an escape "into the open" for their vacation study and thinking, since the present new arrangement is made in response to a growing demand that has been manifest in the attendance of teachers for five years.

Chautauqua, which has so long stood for the unconventional in education but never for anything that bordered on the spurious, enlists in the person of Mr. Barnes a man whose history and ideals are like its own. To begin with, he is neither "Dr. Barnes," nor "Professor Barnes" though he has been through the university mill and might offer himself under its label did he not prefer to be taken on the merits of personality for what he is worth. After two years as professor of European History at Indiana University and seven years as professor of Education at Leland Stanford, he moved out of such relations not to repudiate them but quietly and naturally because it seemed that he might do his largest service to the teaching profession by stepping out from its regular ranks. So he went to study and to lecture abroad, to widen his survey of the field by international comparisons, and to free himself from whatever might trammel one striving after the best ideals for the American school and college of the future. For three years he lectured under the auspices of the London University Extension Society, speaking before the Universities of Manchester, Leeds, Nottingham and Oxford, addressing various societies in Scotland and Wales, and traveling on the continent between whiles. Then he returned to this country, and in recent years has been one of the best known figures at conventions of Teachers' Associations and other important educational gatherings. His lectures before popular audiences at Chautauqua, where he has spoken from time to time in the great amphitheater, and before gatherings of lay people elsewhere have been as effective as his appearances before learned bodies, such lectures dealing in a practical, intelligible, and interesting way with subjects like "The Mob Mind," "Hygiene of the Mind," "The Mind and Medicine," "The Use of the Mind," etc. He has continually advocated ideas which are not yet generally accepted, but no one could be farther from the fantastic or from "originality" in any cheap, sophomoric sense. His studies in the psychology of childhood have the value of original research in a field too little explored. They have sometimes been presented in that character, to the learned, but more often under the democratic formula, "Haven't you noticed?" He is the author of "Studies in American History," and a little volume entitled, "Where Knowledge Fails."

Not for a dozen years and more has Mr. Barnes harnessed himself to classroom routine. He believes that while the class room has almost measureless importance, it has suffered great disadvantage from false rules and conventions. The physical plant and machinery often crush out spontaniety, individuality, and whatever means life in school or college. Chautauqua, with its freedom, its democracy, its courage for new ideas and new methods, and its idealism, with its board walls to which decorations may be fixed with hammer and nails need not be strangers, when indeed its work is not done in halls without walls, its outlook upon lake, farm, and woodland, its flexibility in plant and in operation, offers an environment in which teaching may be an inspired task. For pupils, he will have teachers; and these teacher-pupils will doubtless come from most of the States if not from every state in the Union.

Besides his school courses in "The Psychology of Childhood" and "The History of Education as Related to the History of Civilization," Mr. Barnes will be heard in a series of five popular addresses July 22 to 26 on "Child Welfare." He will deliver, further, August 14th, the public Recognition Day address, which is one of the principal events of the season.

Other instructors in the School of Psychology and Pedagogy are Miss Ada Van Stone Harris, Assistant Superintendent of Schools, Richmond, Virginia, and Miss Mary D. Hill and Mrs. Ruth D. Allen of the Louisville Free Kindergarten Institute, Louisville, Kentucky. Methods in special subjects are taught by Mr. A. E. Brown of the normal school at Lowell, Mass., and Mr. James K. Bird of Marietta College, Marietta, O., both in public school music, and by Miss Mabel C. Bragg of New York in story telling. Public school drawing, blackboard sketching, etc., are offered.

Education Notes

A normal course in penmanship, for teachers of common and preparatory schools, has been established in Berlin for the purpose of testing a new system of chirography which is designed to allow the individuality of the writer to express itself without detriment to legibility. The new system adapts pen, ink, and paper to the individual necessities of the writer. If the principle of the system is found to be pedgogically sound it will be introduced in the public schools.

* * *

Girls' vegetable canning and poultry clubs are under organization in several States, working on the same principle as the boys' corn clubs which are now found in many parts of the Union. Assistance is given by State and Federal agricultural teachers, and the children's interest is quickened by means of prize contests.

* * *

The North Carolina State Board of Health, together with various private health organizations, is conducting a series of seven prize essay contests on health subjects among the school children of that State. Among the subjects assigned are "The Care of the Teeth," "The Hookworm Disease," "Flies," and "The Benefits Derived from Playgrounds."

* * *

Technical schools for the preparation of hotel keepers are maintained in Switzerland and more recently two important institutions of the same kind have been established in France. Among the subjects taught are singing, languages, business and social correspondence, and climatic conditions in various countries. These courses are in addition to those pertaining to the actual conduct of a hotel, such as service, ventilation, accounting, kitchen management, and buying supplies.

* * *

Twenty-five per cent of the receipts from the sale of Federal forest timber will go to the States in which the forest is located for the benefit of public schools and roads, if a bill now pending passes Congress.

* * *

The initiative, referendum, and recall have been incorporated into the constitution of the Hayward School City, a junior republic of school children in Hayward, Cal.

* * *

A bill pending in the New Jersey legislature prohibits the establishment of new moving picture shows or theaters within two hundred feet of any school house or church.

Montara Inn

Located at Montara by the Sea

At the base of the historic Montara Mountains, in a natural and sheltered ampitheatre, hollowed out by nature's hand, stands a modern building of some twenty-six rooms built for the use of those looking for rest and recreation. The building of modified mission style represents the happy thought of a progressive architect, fully familiar with the requirements of the pleasure seeking public, and in style is well suited to the beauty of its surroundings. Facing the South and West, located slightly above the village of Montara, it commands one of the finest and most inspiring Marine Views to be found anywhere. Directly in front nestles Montara, while over and beyond the towns of Moss Beach and Farallone stretches the wide expanse of the ever changing sea. Off to the West, almost within a stone's throw breaks the surf upon one of the most splendid beaches on the coast. With its long expanse of pure white sand and guarded at each extremity by high castle rocks, no sea beach could be more entrancing to the lover of nature. And over and beyond a little range of grass covered hills lies Moss Beach with its rocky, picturesque, moss grown reefs and beach rich with shells and sea life; while away to the South, are situated the villages of Princeton, Marin View and Granada. And at the very foot of Farallone lying a little to the West, the "quivering foam is heaped like huge snow drifts upon the ragged rocks and ledges."

From the spacious porches of the "Inn" this magnificent view of valley, hills, village and sea is to be had thrown upon nature's canvass, ever changing in form and color with the shadows of approaching and departing day, "and what gorgeous sunsets of crimson and gold, dazzling seas of vermillion and floating fire-foam." Every evening a picture that would gladden the heart of the artist and inspire within the mind of every beholder a supreme reverence for nature and nature's God.

Slowly the light of the world sinks into the distant blue, and one by one the eyes of the Angels look down upon a restful world—and still you sit and gaze until moonlight spreads over the vale below and the sea beyond and from Montara Point and away North on the Farallone Islands the lights of commerce commence their nightly vigil.

Inside all is warmth and comfort. A cosy fire burns brightly in the huge granite fire place, the smooth hardwood floors of the spacious lobby offer an irresistible invitation to the dance, the tables in the roomy dining hall are filled with all required to warm the heart and cheer the brain; and after lingering around these scenes of enjoyment until weary eye lids tell you of the approach of another day you retire to your well furnished room, and comfortable bed to sleep the sleep of peace and quiet.

THE MONTARA INN

Situated at the foot of Montara mountain with wonderful marine view, twenty-two miles from San Francisco. Wm. Fricke, proprietor. Rates to teachers, $9 per week. Regular rates, $2 per day, $12 and $14 per week.

The "Inn" is now open for guests and run under the management of a competent genial landlord whose sole aim will be the comfort and pleasure of his guests. Rates will be reasonable and no pains spared to make every visitor an oft-coming guest. Special rates to teachers.

For terms and further particulars address

WM. FRICKE,
Montara, Cal.

Superintendent Homer P. Lewis, Worcester, Mass.: Fads in education come from the brains of educational dreamers; real reforms must arise in response to an intelligent popular demand.

* * *

Superintendent Schuyler F. Herron, Winchester: Salaries should be large enough to enable teachers to live comfortably and to save money against a rainy day, and to keep good teachers in our service.

* *

Labor is man's great function. He is nothing, he can be nothing, he can achieve nothing, he can fulfill nothing without labor. —Orville Dewey.

* * *

"As I see it," says Dr. P. P. Claxton, the United States Commissioner of Education, "our most important problem in education to day is the problem of the country schools, where sixty-five per cent of the children of the United States receive their education."

To the Teachers of California and the Young People Whom They Serve

Some day you may wish to vary the regularity of the class room drill in English or Literature by something from the outside; and this thin pamphlet may then answer a useful purpose.

It is well to remember that the real object of literature is to give pleasure—to give pleasure by stirring our emotions. Unless we find out how to get pleasure out of reading outside of school and class room, unless we learn to turn to books gladly as friends when the teacher is gone, then our work has been to little purpose. It is well to postpone the niceties of belles lettres, the fine spun literary criticism of college and university, until our boys and girls can read—read and grasp and enjoy!

It may add to the variety and the live human interest of the class to introduce two good old California neighbors some fine day. In Contra Costa County lies a beautiful little valley bearing the romantic name Alhambra. It is sheltered from the fogs and winds by ranges of rounded and picturesque hills. Its level reaches are covered by splendid orchards and its slopes by rich vineyards. It is a peaceful and lovely place for a home, an ideal spot for man to dwell.

Here live two gray bearded men that all California children should know something about. Both are named John—John Muir and John Swett. For many years they have lived on neighboring fruit farms, two miles apart.

John Swett is a schoolmaster. He had more to do with shaping the school laws and methods of instruction that govern the public school system of this State than any other man. In this way his writings are deeply engraved upon the life of the State for many generations to come.

John Muir is an interpreter. He has interpreted the wonderland of our Sierra to all the world. Wherever the English language is spoken or read, this interpreter is known. His descriptions of the birds, the winds, the trees, the moods and passions of the California mountains are classic everywhere.

The kindly school teachers of the State may very well spend a lesson or so in introducing their children to these two neighborly sages of the Alhambra Valley. Do it now, while the men are alive to feel it. It is not really necessary to die in order to be famous. A rose to the living is more than sumptuous wreaths to the dead.

Very truly yours,

EDWARD HYATT,
Superintendent Public Instruction.

(From "Two California Neighbors." A Suggestion for the English Class. By Edward Hyatt.)

Deformed spelling and "Key Alphabet" received a well-merited though a most unexpected and decided jolt at the St. Louis meeting of the N. E. A. By a huge majority the Department of Superintendence voted down the resolution to adopt "schedule 23" (skidoo)—a list of new spelling recommended by the "deformers"; tabled by a decided vote the resolution endorsing the key alphabet promoters; and then, to rid itself of the whole tiresome business, voted by a good majority to rescind the action taken one year ago at Mobile, which endorsed the "key alphabet" notation.—"Moderator-Topics," Lansing, Mich., March 7, 1912.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial

Compare the cost of a city's police force with the cost of its school system and you have one indication of that municipality's interest in education, according to Dr. Harlan Updegraff. Dr. Updegraff is specialist in school administration of the United States Bureau of Education, which has just published for free distribution a monograph containing the results of his investigations.

In discussing his monograph yesterday, Dr. Updegraff said that every American city spends more money on its schools than on its police force. "But the value of this comparison," he said, "comes in finding how much more the public schools get. It is an interesting, and possibly a significant fact, that the larger the proportion of total municipal revenue given to one of these branches of city government, the smaller the proportion received by the other. This rule is practically invariable in all the cities investigated. Again, it has been found that the smaller the city is, the larger is the proportion of its income spent on schools.

"This investigation embraced 103 of the 184 American cities which the census of 1910 showed to have a population of 30,000 or more. We divided the list into four groups. In the first group, which consisted of 13 cities with a population of 300,000 or more, we found that the general practice was to spend about 26 per cent of the total revenues on the public schools, or $2.12 for ever dollar spent on the police force. Minneapolis made the best showing, giving its schools 37 per cent of its entire income, or 4 1-4 times as much as it spent on its police.

"The second group of cities, which includes 20 communities with a population of 100,000 to 300,000, generally speaking devoted a little more than one-third of their incomes to education, or three times as much as they gave their police. Here Scranton did the best by its schools, with expenditures for them amounting to practically half of all its income, whereas its police force got only one-sixth that amount.

"Going still farther to the third group, comprising 42 cities having a population of 50,000 to 100,000, we found that they are spending about 36.5 per cent of all the receipts on education, or three and two-fifths times the police appropriations. Johnstown, Pa., takes first prize, standing about where Scranton does in the list ahead.

"Finally, 28 cities investigated, which have a population of 30,000 to 50,000, lay out practically 38 per cent of their money on schools. This is four and one-third times as much as the guardians of the peace receive. Here Topeka, Kans., and Joplin, Mo., are tied for first place, each with a showing of an even 53 per cent of all revenues to educate their children. This was 4.9 times as much as Joplin gave its police, and more than eight times as much as Topeka devoted to the same purpose."

Dr. Updegraff's bulletin, which is entitled "A Study of Expenses of City School Systems," was prepared to provide those charged with the administration of public schools in the largest cities of the United States the means of making exact comparisons of cost between any two or more cities.

* * *

"There is a tendency on the part of the older high school pupils to over-dress and adopt the styles and fashions that make them seem more mature in nature and appearance. The younger pupils are to imitate the dress and manners of their older schoolmates. This leads them into indiscretions and robs them of an important part of childhood. The expense of overdressing falls heavily upon most families and tends to discourage many parents from keeping their children in school."

These assertions are made in a circular of information just issued for free distribution by the United States Bureau of Education, which deals with an educational experiment at Dayton, Ohio, whereby the school children are segregated in a special high school for their first year after graduation from grammar school. "In this school," says the circular of information, "there are no older pupils, and the simplicity of childhood is maintained in dress and manner for another year. The children are able to develop more naturally without the influence of older pupils." The Bureau of Education's circular of information was writen by J. H. Painter, principal of the first-year high school at Dayton.

* * *

The Berkeley Affair

Frank Bunker, the City Superintendent of the Berkeley schools, is the product of the theory that the superintendent of schools should be an expert, and should dominate the educational policies of the community which he represents. In accordance with this theory Superintendent Bunker took the initiative in establishing and reorganizing the school system of Berkeley. The system achieved national fame. The efficiency of the administration was unquestioned. The majority of the Board of Directors, composed of Eleanor Carlisle, H. I. Stern and J. A. Wilson, decided that they were elected by the people to run the schools. As a consequence they notified Mr. Bunker that he would not be re-elected. The friends of the school system rallied to Mr. Bunker. Public meetings were held; hundreds of newspaper articles published, and for the past three months the Berkeley school superintendency has been the topic of discussion. The friends of the Berkeley system finally decided to use the recall and on April 30th the entire matter will be submited to a vote of the people.

Contrary to every code of professional ethics, except that promulgated by Dr. Lange, Morris E. Dailey, Leroy Armstrong and E. Morris Cox, Deputy Superintendent James has announced himself as willing to accept the superintendency at a decreased salary in case the recall fails to carry. In other words he is willing to act as a clerk for the Board of Education. The question involved in the Berkeley school election is not Bunker versus Board of Education, but whether "The School Superintendent shall be the clerk of the Board of Education, or an expert educator with power to institute policies and efficiently administer the educational side of the school work."

Supt. Bunker has been the best example in the argument for the appointment in preference of the election of school superintendents, and he is the one to give to the State an example of the greatest weakness of the appointive system. The people are more willing to continue an efficient man in office than a Board of Education. The defeat of the candidates in the recall in favor of Bunker will not only seriously retard the school system of Berkeley, but it will affect the administration of schools generally, and will take the nerve out of the backbone of many superintendents who are now doing fairly good work. Every good citizen of Berkeley should vote so as to repudiate the position that the directors assumed in reference to Supt. Bunker. The failure to continue him as superintendent will add to his reputation and influence as an educator, but it will retard the school system of Berkeley for years.

* * *

The adoption of text books in the State of California has assumed an importance far beyond its relative value as part of our educational system. The Council of Education has taken the initiative for the local adoption of text books, and in connection therewith will present to the people an amendment to the Constitution providing for the appoinment of a State Board of Education by the Governor of the State and free text books, for elementary and secondary schools. The amendment also provides for the appoinment of the State Superintendent of Public Instruction by the State Board of Education at the expiration of the term of State Superintendent Hyatt in 1915.

State adoptions has not given the publishers or the children a square deal. The records show that under State adoptions American Book Company, during the administration of Samuel T. Black and up until the time Supt. Hyatt was elected and Dr. Burk became a member of the Text Book Committee, had with few exceptions sufficient dependable votes to adopt books of indifferent merit. The decrease in royalties and the reduction in the cost of printing text books, under the leadership of the present Text Book Committee, composed of Hyatt, Burk and Johnson, has alarmed the American Book Company, so that even Armstrong and the Sierra Educational News will strongly urge a change. The best thing that can be said in favor of local adoptions is that it gives the publishing houses like Ginn & Company, D. C. Heath & Co., Silver Burdett & Co. and smaller publishing houses a chance for the adoptions of text books on merit. Local adoptians, however, is a step backward in progressive government. The ideal method is the one proposed by Congressman Sulzer. That a National Commission be created for the adoption of text books. In the meantime let us be honest and sincere, and if we work for local adoptions let it be known that it is because that State adoption has been a miserable failure and that local

adoptions will increase our advertising patronage, and will break down the monopoly of the American Book Company. Therefor, as a temporary expedient and for purely commercial reasons this Journal is in favor of local adoptions. The more local the better.

The California Council of Education adopted the resolution in favor of free text books, local adoption of the same and the appointment of the Superintendent of Public Instruction by a vote of 28 to 1.

The measure will lose thousands of votes by the attempt to take the office of Superintendent of Public Instruction away from the people and place it at the disposal of the State Board of Education. Hyatt's great popularity with the people and his unpopularity with the inner ring of the California Council of Education will turn public sentiment against the proposed measure unless he does as he always has done, work for the interests of the children and remain indifferent to political schemes.

* * *

The flip-flop of President Hardy of the San Diego State Normal on "Guide Books to English" is certainly good argument in favor of a change of the State Board of Education. It is also a good argument in favor of a change of the presidency of the State Normal at San Diego. It was a humiliating spectacle to have a member of the State Board of Education admit that after voting for the adoption of a book and considering its merits for a year, that he suddenly realized that it was utterly worthless.

However, Hardy's weakness was predicted by those who knew of the star chamber method of his election. His record shows that he is neither a stand-patter nor a progressive but a weakling.

* * *

The State Board of Sducation

The State Board of Education met at Los Angeles on Saturday, April 13th. The question under discussion was the consideration of the contract on "Guide Books to English." President Hardy read a report criticising the "Guide Books" and in English that showed that he had a poor knowledge of the subject repudiated the books. The Board of Education finally referred "The Guide Books" to Superintendent Hyatt for revision, and adjourned. The official action of the State Board of Education the past few years are arguments in favor of radical changes.

* * *

The California Teachers' Association

The regularly constituted delegates of the various branches of the California Teachers' Association met in Los Angeles on April 12th and 13th, and held an interesting meeting. Senator Shanahan of Shasta County addressed the meeting in the interests of his Free Text Book bill and against the proposed action of the delegates in submitting a different bill. Mark Keppel replied in an effective and spirited address. Superintendent Francis asked Senator Shanahan some pointed question, and E. Morris Cox tried to speak for the 8,000 teachers of the State but mouthed the question in beggarly English.

The amendment as passed by the council is as follows:

A State Board of Education consisting of seven members shall be appointed by the Governor for a term of nine years; provided, however, that the members of the State Board of Education who shall first be appointed hereunder shall be appointed for two, three, four, six, seven, eight and nine years, respectively and shall take office upon the first Monday after the first day of January, 1913.

For the term beginning on the first Monday after the first day of January, 1915, and every four years thereafter the State Board of Education shall appoint a State Superintendent of Public Instruction at a salary of not less than the salary of the Secretary of State.

The State Board of Education shall appoint such educational and clerical assistants as may be necessary. One of the educational assistants shall be assistant superintendent of industrial education.

The members of the State Board of Education and appointees of the State Board of Education shall be subject to the provisions of the recall. The Legislature shall provide for a County Board of Education in each county in the State. The county superintendents and the County Boards of Education shall have control of the examination of teachers and of the granting of teachers' certificates within their respective jurisdiction. All text-books for use in any of the public schools in any county, or city, or city and county, or high school district, in the State shall be adopted by the Board of education of such county, or city, or city and county, or high school district. The text books, when so adopted, shall continue in use not less than four years thereafter, and the cost of such text books shall be defrayed from a separate text book fund provided by the Legislature, and said text books shall be furnished free to all pupils in the public schools of the State in such manner as shall be prescribed by the Legislature.

* * *

Investigation is Begun

Angered because of the charges of Shanahan that the opponents of his measure are either consciously or unconsciously agents of the "book trust," the Council passed a resolution ordering the chair to appoint a committee to appear before the Legislative Investigating Committee to aid in the investigation of the so-called monopoly. This committee will be instructed to obtain and give all information on the subject to the solons.

The committee, as announced by Chairman Keppel, is: W. H. Langdon, Modesto; Superintendent W. M. Mackay, Chico; Superintendent W. C. Woods, Alameda; Deputy Superintendent A. J. Cloud, San Francisco, and Superintendent J. H. Francis, Los Angeles.

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APPRECIATIVE SCIENCE TEACHER

We have received the following communication from a science teacher, which may be of interest to others interested in teaching:

"I wish to thank you for your exceedingly full collection or exhibit of graphite and graphite products for our chemical museum, and it is being put to practical use. I rereived it just in time to show my class in chemistry the graphite ore and its products. They were amazed to see the fine axle grease and paint and crucibles, etc., made from such carbon compound. It is real life to teach when such firms as yours, the Standard Oil Company, the DuPont Powder Company and others, help a teacher to learn principles and tie their ideas fast to Nature and then live them, thereby making the boy a power and a useful and practical individual instead of a mere machine for the industrial world. I am trying to get samples of other things and to show the complete industrial development of the raw product into useful products demanded by the world at large. Everybody seems to take greater interest in those things in chemistry where I have such complete exhibits as are now given here. It makes all the difference in the world in teaching. This new method is living in Nature and in the world of industry and makes the boy a power instead of making him a machine. Thanks a hundred-fold for your generosity. We all appreciate your honest efforts. I find that all the leading industries have men at the head of the firms who aim at helping others. They respond nobly to any request where the cause is a noble one and has the right ring.

"In the study of your exhibit I can teach more of value in thirty minutes than I can from text book in a day, and can put more horse sense in a thimble, than a text book without the concrete samples, can in a life time."

A FRIEND OF EDUCATION

It is from our School Department that we received the following contribution:

A school teacher received the following note from the mother of one of her pupils: "Dear Miss. You writ me about whiping Sammy. I hereby give you permission to beet him enytime it is necessary to learn him lesens. He is juste like his father—you have to learn him with a club. Pound nolege into him. I wante him to get it, and don't pay no atenshion to what his father says. I'll handle him."

* * *

Dr. Guy Potter Benton, in his address at his inauguration as president of the University of Vermont, broke it to his hearers, including the under-graduates of the university, that since the beginning of the last century the limit of efficiency in men had been extended fifteen years. Men are at their best now, he said, up to the age of sixty-five. "This is not the age of the young man. It is the age of the prepared man."

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A man's country is not a certain area of land, of mountains, river and woods,—but it is a principle; and patriotism is loyalty to that principle.—G. W. Curtis.

* * *

Better the chance of shipwreck on a voyage of high purpose than expend life in paddling hither and thither on a shallow stream to no purpose at all.—Miss Sedgwick.

* * *

Dr. P. P. Claxton, National Commissioner of Education, has arranged for about thirty free lectures on the subject of peace to be given in thirty of the leading colleges of the South. Dr. Claxton has secured for these lectures the gratuitous services of Dr. Philip Van Ness Myers, of Cincinnati, the well known historian. A rich treat is in store for these colleges.

The Webster New International Dictionary, published by the G. & C. Merriam Company, is the best dictionary in any language in any country in the world. It surpasses all others. Get the new one and notice the improved features.

* * *

"Anderson's Best Fairy Tales," arranged and adapted by Alice Corbin Henderson, Rand, McNally & Co., publishers, price 45 cents.

* * *

This selection includes such stories as are within reach of the young child's understanding, and such, moreover, as exhibit the widest range of Anderson's versatile genius. Based upon a literal translation and retold in simple and dramatic form, a new energy is imparted to almost every sentence in the book, and this without sacrificing the deft humorous touches, the philosophy and spontaneity, that have made Anderson renowned as a story-teller throughout the world. Illustrations in color.

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Western School Notes

Hon. James Rolph has appointed Miss Sallie Jones a member of the Board of Education of San Francisco, vice Miss M. A. Deane, deceased. The appointment reflects great credit on the school department, for Miss Jones is a progressive, wide awake and independent educational force. The selection of a Primary School principal for the Board of Education is a splendid recognition of the men and women of the department. Her work on the Board will undoubtedly prove the wisdom of the Mayor's choice.

* * *

Hettie Irwin of Lake County held the County Institute at Middletown April 9th to 11th. The lecturers were Dr. Boone, A. H. Chamberlain, Job Wood Jr., and Miss Libby. Miss Irwin printed the neatest program of the year, and made a great success of her institute.

* * *

May Dexter Henshall has planned a special Trustees' meeting to be held at Woodland on April 27th. W. G. Hartranft is to be the principal speaker.

* * *

Annie C. Loucks who has taught in the Pachero School for thirty years has resigned. During all these years she has given satisfaction in a rural community, and holds the record for the State for service in a district school.

* * *

Miss Julia Jones has resigned as Superintendent of Mariposa County and has accepted a position in the Lodi schools. Miss Jones has served the schools faithfully as superintendent for four terms. The salary, however, was never adequate, so Mariposa County loses and Lodi gains one of the most efficient school officials in the State of California. Always courteous, always fair, always progressive, she has the good will of all who know her.

* * *

Have you taken a trip on "The Saint" or "The Angel" from San Francisco to Los Angeles over the Santa Fe? I have. For fine train service, it is perfect. The newest, most comfortable and delightful trip between the two big cities. Try it.

* * *

The price of text books under the leadership of the State Text Book Committee, composed of Superintendent Edward Hyatt, Frederick Burk and Governor Johnson, have been greatly reduced. The present State Printer under direction of the Text Book Committee is saving the State thousands of dollars.

The Los Angeles schools are over crowded. The officials claim that a bond issue of five million dollars is necessary to meet the immediate demands.

* * *

The Sonoma county institute was held the week of April 8th. Miss Barnes, the superintendent, prepared an excellent program. Richard G. Boone, Allison Ware, Elizabeth Keppie, Mrs. M. G. Hyatt were among the instructors.

* * *

Dr. Scherer, president of Throop, has been appointed a member of the State Normal School Board of Los Angeles.

* * *

The open air schools of Fresno under direction of J. J. Duvall are a great success.

* * *

Eight school districts are seeking to withdraw from the Anderson Union High School District.

* * *

The Dinuba High School bonds of $40,000 were sold at a premium of $1644.57.

* * *

Mrs. A. L. Hamilton of Pasadena, president of the California Section of the National Mothers' Congress, is organizing Parent-Teachers Associations in Northern California.

* * *

Superintendent H. M. Rebok aranged a great program for the cornerstone laying of the Santa Monica High School for April 11th. Superintendent Edward Hyatt spoke for the State, Benjamin Ide Wheeler for the University, Mark Keppel for the County, J. H. Francis for Los Angeles and the silver-tongued orator, Tom Fitch for progress and prophecy.

* * *

Principal W. M. Mackay who has made the High School of Chico a great success has the support of the town for a new and adequate building. A bond issue of $60,000 will be arranged for and a building providing the following rooms will be built: Three domestic science, three manual training, three drawing, four laboratories, three business, one science lecture, one cafeteria, one gymnasium, three dressing, two bicycle and five extra rooms.

* * *

C. N. Shane attended a big school trustees meeting called by Mrs. Rhodes of Colusa County for Saturday, April 14th.

The State Normal School at Chico has the largest enrollment of male students in proportion to attendants of any normal school in the State.

* * *

Superintendent Fitzgerald of Nevada County held his first trustees institute on April 15th. A. H. Chamberlain, the genial wit, the able lecturer and the environed editor of the Sierra Educational News, was the lecturer on this occasion.

* * *

A. B. Adams, principal of the Colfax Grammar School, was compelled to resign on account of whipping a fourteen-year-old boy with a strap.

* * *

The Santa Barbara new Normal School building promises to be the most notable building of its kind in America. Miss Ednah Rich has all the plans ready. The architectural work has been done by M. I. Diggs of the State Office. The building will represent the highest type of Spanish architecture.

* * *

Lydia M. Poirier of Los Altos, a school teacher, has gone into bankruptcy with liabilities of $5,100; assets nothing.

* * *

The Ministerial Association of Sacramento has passed resolutions of censure against dancing in school buildings.

* * *

Superintendent James B. Davidson of Marin County held an institute of unusual interest, beginning Monday, April 1. The instructors were Prof. Bert Estes Howard of Sanford, Dr. Frederic Burk, Miss Gretchen Libby, Prof. Wade Thomas. The San Rafael Journal in speaking of Dr. Burk's address, said:

"Dr. Frederic Burk made a very delightful impromptu speech, beginning with some pleasantries that set every one to laughing. Speaking seriously of the text book question, he explained that whole situation so lucidly that no child could fail to understand. A bill will come up before the next Legislature to provide free text books and the speaker thought that the teachers should support it."

* * *

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David Rhys Jones of the San Francisco State Normal School is campaigning for La Follette.

* * *

Yuba City (Sutter Co.), March 26—The joint institute of school trustees and teachers of Sutter County was held April 12, and the County Superintendent of Schools prepared an instructive and interesting program for the meeting.

Former Governor George C. Pardee made a talk on "Conservation." Superintendent of Schools Bateman of Santa Clara County delivered an address. Mrs. Lucia Lowe addressed the assemblage on drawing and art. Miss Libby lectured on bird and animal life. Judge E. P. McDaniel of Marysville made an address on the "Relation of the Juvenile Court to the School."

* * *

State Superintendent of Public Instruction Hyatt is preparing data for the purpose of showing what schools in California are teaching domestic science and manual training.

This data is for the purpose of supplying information to those seeking it. Letters are received daily from Eastern cities asking information concerning the branches of education in different parts of the State.

The inquiries are made, it is supposed, for the purpose of securing information on the desirability of different sections from an educational standpoint.

* * *

The book exchange of the Los Angeles High School celebrated its second anniversary with the opening of the spring vacation. During its existence it has saved not only one hundred books from being stolen, but has brought the school about $700 profit and has kept poor children in school by loaning them books when they were unable to buy them.

Every second-handed book that is sold to a downtown book store from pupils of that school must be stamped by them, and Manager Elba H. Wessel warns merchants from buying those that are not properly stamped. Herbert Squire and Morris Hodges are assistant managers of the exchange.

* * *

A special class of teachers, engaged in Normal School work in agriculture, went out to the Teilman school, about a mile from Forthcamp avenue at Fresno, March 23, and planted 600 maple, acacia and eucalyptus trees. They were accompanied by J. B. Corcoran, the agricultural teacher, and were taken out in automobiles by the trustees of the Teilman school district. The party left early in the morning and spent the entire day planting trees, returning late in the evening. Luncheon was served at the school and a general good time was enjoyed.

* * *

That Chicago and St. Louis schools can offer nothing superior to Los Angeles schools and in many ways are not even equal to the western institutions is the declaration made by J. B. Monlux, deputy superintendent of Los Angeles city schools, upon his return from a month's trip of inspection.

"I saw nothing superior to our Los Angeles schools, and many things I noticed were below the point of development which we have reached," he said. "In Chicago, for instance, there are but ten courses of study in the high schools, against our fifty.

"Nor do they do so much for girls in a vocational line. They carry vocational schools pretty far, too, in one way, for they have a large number of special vocational training schools for boys, while there is but one such for girls.

"I have come back with but one preachment to make. We must live outdoors, and the more speedily we can work our system into a great outdoor system the better for our schools and our children."

* * *

Among the distinguished visitors to California are Dr. and Mrs. Henry Smith Pritchett of New York, who are spending some weeks in Santa Barbara. Doctor Pritchett is one of the best known educators of the country. For years he was president of the Massachusetts Institute of Technology, and since 1906 he has been president of the Carnegie Foundation for the advancement of teaching. Mrs. Pritchett will be remembered in California as Miss Eva McAllister, a sister of Francis Newlands of Washington, D. C.

* * *

Miss Katherine Ball has been granted a six months' leave from the San Francisco School Department to attend the art exhibit at Dresden.

* * *

Professor James D. Graham, superintendent of Long Beach, was forced to resign by the Board of Education, according to report in the Los Angeles Times.

* * *

The San Joaquin Valley School-masters Association held a meeting and banquet March 31.

Lewis D. Avery, principal of the San Jose High School, was the guest of honor. He spoke on the free text book bill, which was recently passed by the Legislature. He discussed the pros and cons of the question, showing the advantages and disadvantages of the bill. Mr. Avery stated the cost of text books would be reduced from 50 to 90 per cent by the amendment.

Among the others who spoke were Principal Noel H. Garrison of the Stockton High School, Luke W. Peart, Assembly E. H. McGowen and John R. Williams. About sixty school teachers of San Joaquin and the surrounding counties were in attendance at the meeting.

Superintendent Hugh J. Baldwin of San Diego, who is always a leader, held a fine local institute in Fallbrook on April 4 and 5. This is not the first, but one of a series of local institutes that have been held in San Diego County for twenty years. A number of the teachers of the San Diego State Normal School were in attendance as lecturers.

* * *

The American School Board Journal of Milwaukee, Wis., March, 1912, reports the following in connection with the St. Louis Convention (Feb. 27-29) of the Department of Superintendence of the National Educational Association:

"The adherents of the 'phonetc key-alphabet' lost all the ground which they had gained by the anxiety of E. O. Vaile to gain a further indorsement of the idea. A motion to express the Department's appreciation of the action taken by various language and philological associations on the universal key-notation adopted by the Department a year ago was laid on the table.

"Superintendent A. D. Call of Hartford then moved that the action adopting the system be rescinded. After some parliamentary skirmishing the motion was passed by a large vote.

"A resolution of David Felmley committing the Department to simplified spelling was similarly defeated."

* * *

An average of twenty letters a day are received in the office of State Superintendent of Instruction Hyatt from teachers throughout the East, the South and the Middle West, who seek to come to California to teach in the State's public schools. The reason for this desire on the part of so large a number of teachers, said Mrs. Hyatt, is that California pays better salaries for teachers, the school terms are longer and the climate is much better than that of any section in the East.

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San Mateo County Trustees' Meetings

Office, County Superintendent of Schools,
Redwood City, March 28, 1912.

To the School Trustees of San Mateo County.

Gentlemen: Pursuant to section 1566 of the Political Code you are hereby notified that the San Mateo County School Trustees' Institute will be held in the Superior Court room of the San Mateo County Court House, Redwood City, California, Saturday, April 20th, at 9:30 o'clock a. m.

Section 1566 reads in part as follows: "It shall be the duty of one school trustee of each district of the County in which said meeting is held to attend the same and participate in its proceedings. School trustees of each school district shall select a trustee whose duty it shall be to attend such meeting and each trustee so elected shall be allowed his actual traveling expenses incurred in going to and returning from such meeting, such expenses to be verified by the County Superintendent of Schools. Questions pertaining to the schools and topics of educational interests will be discussed. Those who are to attend are requested to come prepared to ask about matters which have troubled them.

While the expense of only one trustee from each district can be paid it is to be hoped that two or more will attend. The teachers of the County will be also cordially welcomed.

We shall try to make this meeting a profitable one and hope that all who come will do their share towards making it is a success. I am inclosing a card for each of the clerks and I trust that as soon as a delegate has been elected this card will be filled out and returned to me.

Trusting that I may have the co-operation of all of the school people of the County, I am,

Yours very truly,
ROY W. CLOUD,
County Superintendent of Schools.

Book Notes

Adventures of School-Boys. By John R. Coryell, M. E. Ditto, M. S. McCobb, David Ker, and others. Illustrated. Harper Brothers, publishers. Price 60 cents.

This book affords a panorama of absorbing interesting and adventurous experiences which have an association with some phase of school-life. There are boys from private and public schools of city and country in these tales, which range from races to deeds of heroism, and from an Indian school to the story of a strange night at an English university. There is included a full and remarkable account of the lessons which Washington studied as a school-boy.

* * *

Children's Classics in Dramatic Form. By Augusta Stevenson. Houghton, Mifflin Co., publishers. Price 60 cents. It is an attractive and very useful book. The dramatic form of these classics in this book will develop in children an interest in oral reading. An expressive voice and freedom poise in bodily action. Among the notable stories dramatized are "Nathan Hale," "The Maid of Orleans," "Ivanhoe," "The Man Without a Country," "Evangeline," etc.

* * *

European Beginnings of American History is a new book with a new idea worked out in an attractive form. The Committee of Eight formulated the idea. Atkinson was the author and Ginn & Co., publishers. This book is a real contribution to historical literature. It is the first of its kind. The illustrations are beautiful, the arrangement is the best. The book is great. Get a copy. Miss Alice Atkinson has written the most useful book of the year.

* * *

The Palmer System of Writing is attracting the attention of public school teachers everywhere. Arizona recently adopted the system and the results have been marvelous. The system is taught free to teachers. A copy of the Self-Teaching Palmer method is sent postpaid for 25 cents. For particulars address the A. N. Palmer Co., Cedar Rapids, Iowa.

* * *

"Turner's Our Common Friends and Foes," by Edwin A. Turner, Director of the Practice School, Illinois State Normal University, price 30 cents, American Book Companay.

This is a collection of original stories, relating to the toad, the quail, the bumblebee, the chickadee, the ant, the cabbage butterfly, the mosquito and the fly. It is intended for use for supplementary reading in the third and fourth years of school. The stories are pleasantly told in an easy, straightforward manner, which will attract and hold the interest of young readers.

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Fundamental Facts for the Teacher, by Elmer Burritt Bryan, LL. D., President of Colgate University. Cloth. $1.00. Silver, Burdett & Co., publishers.

In this book Dr. Bryan discusses the important matter of character-building. Although primarily written for teachers, the book is so rich in its clean-cut, vigorous philosophy of living that the general reader will find it well worth his while.

"We are made or unmade in the activities of life," says the author in his Preface. And therefore it is with the problems of how we daily make for ourselves strong characters or weak characters, of how we become efficient members of society or mere half-failures, that the wise counsel of this book deals.

The author sets forth his observations and conclusions in a trenchant, energetic style that grips the attention of the reader. The theories that he advances are supported by many interesting anecdotes and illustrations, which give a strong "human interest" quality to this philosophy of life. The pages teem with epigrammatic sentences that fix themselves in the reader's memory.

In this book Dr. Bryan discusses the relation between "Character and Conduct," "Play and Character," "Morals and Ideals," "Fear and Conduct," "Choice and Character," and he does this so definitely and so concretely that the reader gets a new point of view on many of the familiar habits of life. In his discussions the author is not in the least prosy or dull; every page has its interesting flashes of originality, its genial glow of a broad sympathy.

* * *

Trading and Exploring. By Agnes Vinton Luther, Department of Science, Normal and Training School, Newark, N. J. American Book Co., publishers. Price 40 cents.

Intended for third and fourth year reading, this is the third volume of a series showing the development of the occupations of the human race, from fishing and hunting, through grazing and farming, to commerce and exploration. It contains interesting stories of life among peoples distinguished in the history of the world for their pre-eminence in trade and exploration. The Babylonians, the Phoenicians, the Venetians, the Norsemen, the Portuguese, and the Dutch are the subjects of fascinating descriptions, covering their daily life and customs, together with something of the history and geography of their countries. The children prepare for a voyage to the Tin Islands in a Phoenician galley, learn of the founding of Venice, discover Iceland and Greenland with the Norsemen, visit India with the Portuguese navigators, and view Holland as from a stork's back.

* * *

Indian Stories. By Major Cicero Newell. Silver, Burdett & Co., publishers. Price 50 cents.

"Truth at first hand" is one of the distinctive merits of this book for these stories are written from personal experience and observation. Major Newell as Indian Agent for the Government, was for years the trusted friend of the Indians of the plains and, during his sojourn among them, he learned the strange and interesting things which he has woven together here for the boys and girls of today. These stories make a book of which it can truly be said that it is both a unique and valuable record of a fast-changing race.

This book is the best of its kind yet published. The children and "grown ups" are impressed with its sincerity and its truth.

* * *

Child's First Book for Home and School. By Florence Bass. D. C. Heath & Co., publishers.

This book is designed to be put into children's hands upon their entering school or even before. It will be found helpful to those children who have lost time on account of irregular attendance, and who must take the first steps slowly. Mothers often ask, "What can I get to help my child at home? This book will be found most suitable. The children may easily learn the rhymes and songs and be ready to use these in learning words later. They may find pleasant and profitable employment in the making, drawing and writing suggested. The book is attractively illustrated.

* * *

The Continents and Their People is a supplementary geography written by James Franklin Chamberlain and Arthur Henry Chamberlain, both Californians. The book is well written, and edited with great care. It is a book that if published by an enterprising publishing house like Ginn & Co. or Silver, Burdett & Co. would have a very large sale. The chapters on the German Empire, Sunny Italy and Venice are particularly interesting.

* * *

Primer for Voters is a well edited volume that give just the information every voter should have. It is especially useful to the women who are to vote the coming election. The price is 25 cents. On sale at book stores, or send direct to San Francisco News Co., San Francisco, for copy. The author is Miss A. G. Randall.

* * *

Hicks' Champion Spelling Book. 238 pages. Price 25 cents. American Book Co., publishers.

The book has some attractive features especially the word list. The arrangement of the words on the page, however, is very bad, and the grading of the words is not even. It has practically the same system as used in Power's Graded Speller, but the author failed to put his system into teachable shape.

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SONGS WE LIKE TO SING compiled and edited by Birdie Alexander, Supervisor of Music, Dallas, Texas—Does not the title at once suggest the melodies we have all known and loved from our childhood days? They are our common heritage; they have been sung by more than one generation and they will live on in the hearts of the American people long after the ephemeral "popular" songs of the day have been forgotten. Price, 35c.

CICERO'S ORATIONS by Gunnison and Harley, of the Erasmus Hall High School, Brooklyn—A complete third year Latin book containing selections from Cicero's letters and essays, for sight reading; also an excellent grammatical appendix and exercises in prose composition. A distinctive feature will be the beautiful illustrations.

COMPOSITION AND RHETORIC by Prof. E. E. Clippinger, Head of English Department, Indiana State Normal School, Terre Haute—The book follows the tread of modern thought by placing its greatest emphasis on Composition rather than on Grammar and Rhetoric.

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Opinions from People Who Know the Value of a Good Spelling Book

April 25, 1911.

To Whom It May Concern: Power's Graded Speller is the result of the study and class-work of Miss Alice Rose Power, one of the most successful grade teachers in the San Francisco School Department. Therefore it is based not on theory but on practice. This speller has been used here with great success as a supplementary text-book. The words were carefully selected with a nice reference to the ability of children properly graded and to their ordinary, daily use. They are words which should be in the vocabulary of every grammar school graduate. Respectfully submitted, R. H. Webster, Deputy Supt. of Schools.

Men and women who can remember when it was held an honor to be the best speller in a school, will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and, best of all, the dividing of words into syllables will meet with their unqualified approval. After all, to insure correct spelling, is there anything equal to dividing words into syllables? A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant," have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results."—School Board Journal.

San Diego, Cal., May 7, 1908.

To Whom It May Concern: This is to certify that I have carefully examined Power's Graded Speller, published by the Lippincott Company. From a mechanical standpoint there is no book on the market that I have seen or heard of, that is so excellently constructed. The paper, type, and general mechanism are a credit to the publisher, while the inductive method of the book in the excellent choice of words, blending into a beautiful union from the first grade to the eighth grade inclusive, is ingratiating and demonstrates the fact that the author is a master of this fine art. Yours very respectfully, Hugh J. Baldwin.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XVIII. SAN FRANCISCO, MAY, 1912 No. 5.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, Stockton, Cal., Secretary.

Santa Monica Is It

An April 11th I saw the grand doings at Santa Monica dedicating a new polytechnic high school valued at about $250,000. City Superintendent Rebok was the engineer who pulled the rods and levers that managed the machine, and he looked worn and haggard. The building of a new school on a great and modern scale is an inspiring and a glorious undertaking; but it nearly gets the hide of the man who bears the burden. Whoever undertakes it does well to look to his own health and strength, for no one else will do it for him. The attendant exasperations, disappointments, acerbities, stupidities, cupidities, impossibilities are well nigh more than human nature can endure. Rebok has vitality and steam enough for a dozen, but even he must take things easier and give time a chance to help.

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* *

Impressive Ceremonies

The exercises were in and about the partly finished buildings, which crown the summit of Prospect Hill and overlook one of the most beautiful prospects in the world. President Wheeler made the address of the day, in which he advocated freedom for the American high school in preparing its people for any and every walk of life. A rain storm added to the hilarity of the occasion, and the speaker held his own umbrella while he spoke. It was a tribute to the earnestness of the audience and the skill of the speaker that this circumstance interrupted the occasion not at all. Everything went on the even tenor of its way through rain and shine. Superintendent Keppel and Superintendent Rebok made short addresses. Principal Frank M. Thomas gave a very happy talk. C. F. Schader, a public spirited citizen of the city, closed the exercises by a thoughtful and scholarly oration. The corner stone was laid by the local Masonic lodge.

> To have efficiency and power, a system of schools must have capable and universal supervision by scholarly and successful teachers who on the one hand have the gift of just criticism, of systematic organization and of inspirational leadership, and, on the other hand, are anxious to serve all the people, are above bigotry, know better than to attempt politics to protect their places, and are able to bear an independent and aggressive part in the intellectual affairs of the community they serve.—Andrew S. Draper, in The Fra.

A Fine Trip

During the last week of April I had one of the finest educational experiences of my life. Superintendent Keppel of Los Angeles and Professor A. C. Wheat, his deputy, got out one of the county automobiles, with a skillful driver, and took me a-sailing across the San Gabriel Valley to visit some high schools. The roads were superb, broad, smooth, shining and dustless, and leading through scores of miles of splendid orange groves in full bloom. Lovely homes, elegant in flowers and vines, dotted the way, magnificent snow crowned peaks peeped through the trees. We flew for over eighty miles through this fairy land. Thousands of other automobiles were on the road. Swift trolley cars darted like birds in every direction. It was a scene of life, luxury, enterprise, activity that cannot be surpassed in all the world. It is worth a long journey to see and feel it.

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* *

Good as Wheat

Mr. Wheat is a happy public speaker, with a deep musical voice; and Keppel is as good as Wheat. The two performed a wonderful feat during the day. We visited seven large high schools from morning till night and in each one the students were called together and the visitors brought forward for a little talk. Each gave seven addresses and neither repeated himself or used the other's speech! Superintendent Keppel's strong points are a fund of wit and humor and a faculty for hitting off local matters in a forcible and telling style, carrying his audience with him the while. Mr. Wheat is graver in manner and thought, and he presents good ideas and helpful suggestions in most earnest and pleasing way. The two make a good team. Indeed it is necessary for superintendents to travel in teams in this county—there are over three thousand teachers. There are no less than thirty-three high schools in the county. Only one other county in the nation has so many—the county in which Pittsburg is located.

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Incredible Development

The high schools of Los Angeles are simply and indeed the wonder of the world. The Los Angeles High has two thousand students. The Polytechnic High has two thousand. The Manual Arts High has sixteen hundred. The Hollywood High has eight hundred. So they go. And the scale of magnificence upon which they are constructed is incredible. Half a million dollars is about the proper thing to start with. The group plan of building is the type, with an administration building, a science building, a building for agricultural and household arts, an industrial building, a gymnasium, and perhaps several other smaller structures for special purposes. One of these great California high school would have been a wonderful university a quarter of a century ago.

The world do move by leaps and bounds.

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* *

The First Place

The first school we whirled up to was Alhambra. For years this organization has been getting along with only three acres of land, but it has just burst its bands by purchasing six acres more, making nine altogether. But it was compelled to pay $45,000 for these additional six acres. And mark this well—those additional acres seven years ago could have been secured for only $8,000! This is a large, hard and proturberant fact that may well be stored away by school people for future reference.

In getting the six acres, the school got half a dozen cottages to boot. One of them is used as a sewing school. Another is used for domestic economy. This is a

handsome, two story house, admirably adapted to the purpose. The upstairs part is being fitted up into a Model Flat, with beautiful, polished hardwood floors, tasteful rugs and linoleums, artistic pictures and furnishings. It has parlor, dining room, kitchen, bed room and bath room. It will teach the girls how people ought to live and give them practice in caring for the best kind of a home. Downstairs, the rooms formerly occupied by a prosperous family, are used for the cooking classes.

In another place, several of the cottages are moved together to form extensive quarters for the boys in manual and industrial work.

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Hop, Skip and Jump

Leaving Alhambra in haste we hopped to El Monte, where P. W. Coggswell, the famous Chairman of the Ways and Means Committee in the last legislature is a member of the board. Next we skipped to Covina, where a modest village has a classic gem of architecture costing $50,000 for a high school and pays its principal three thousand dollars a year. Another jump took us to the Bonita High School; and another to Claremont; and another to the Citrus High, famous for its skill in making beautiful furniture; and another to Monrovia, to South Pasadena and to Pasadena. I have a story in mind for each of these, but owing to the fact that art is long and time is fleeting I cannot write them today. At six o'clock we were back in the city, having gone to so many places and seen so many things that my head buzzed and my nerves jumped. It is hard to keep up with the procession. One has to run as hard as he can nowadays in order to stand still.

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School Visiting Records

It is interesting to look at the records kept by the various county superintendents as they visit their schools. Some are very complete, complex and compendious. Probably they are never looked at again. Yet it is necessary to keep some kind of a running record so that the superintendent can keep track of his work and be reminded of the salient features of his schools. Here is a sample page from a very direct and simple book used by Superintendent Raymond Cree of Riverside County. It is a loose-leaf memorandum of pocket size, that can be added to or subtracted from at will.

Date .....
School .....
Teacher .....
Improvements Noted .....
Improvements Needed .....
Condition of School House .....
Condition of Out Houses .....
Condition of Library .....
Condition of Grounds .....
General Impression of Teacher .....

Annual Meeting of the California Library Association and the California County Librarians, Lake Tahoe

June 17 to 22, 1912

The California Library Association and the California County Librarians are going to hold a joint convention at Tahoe Tavern, Lake Tahoe, beginning on June 17 and adjourning on June 22, 1912. The meeting and its reasons for being called are of unusual interest to every resident of California.

Education, through libraries, on the scale undertaken by California, is one of the most ambitious and most far-reaching enterprises of our day and generation. It is in line with all the great world-movements for general uplift and the popularization of learning. It is an endeavor to make equal distribution of educational advantage among all classes of people.

The California Library Association is a very live organization. Every year it sets up a sort of trading-post for ideas, where the librarians from all over the State come to barter their professional experiences and "bright thoughts," for the new schemes and methods that have proven most useful to fellow-workers in other parts of the field. Probably the librarian affects the general public for whom he or she works more directly than any other public servant. Increased knowledge, increased enthusiasm and increased vitality of the librarian show immediately an increased interest, incheased efficiency and increased book-enjoyment on the part of everyone for whom she labors, from the school boy or girl getting help with lessons up to the club woman writing a serious paper or the scientific scholar doing research work in the library's reference department. The expense incurred in sending the librarian to these meetings is trebled in actual value to the community by the increase in the library's usefulness.

The California County Librarians are also a very up-to-date body of workers. They are a younger organization than the California Library Association, since the county free library system has been in operation only three years. In that time it has accomplished a great work. Its ideal is to establish in every county of California a county free library which shall supply every resident of that county with books, whether the resident in question lives in a city or off in the most isolated district of the county. Such a scheme of book distribution has never before been attempted, but in California it is already hailed as a triumphant success. It has been called a more truly popular institution even than our public schools. The sixteen counties that already have the county free library system extend from Modoc county in the extreme north of the State to Imperial county in the extreme south; the counties that are going some day to have the county free library system include all the rest of the fifty-eight counties of the State. When this is accomplished every resident of the State will receive free book service. Last year $100,000 was appropriated for county library work; it is prophesied that $180,000 will be appropriated next year; when all the counties have joined the system $580,000 can be counted upon for an annual appropriation. Clearly, then, it is necessary that the county librarians of California shall be wide awake and thoroughly up to date in their methods.

A county librarian in California is expected not only to be technically a good librarian but he or she must be a first class executive, a good purchaser and a person of successful social methods and trained judgment. The field of influence of the librarian can hardly be estimated. What is good for the librarian educationally and inspirationally is good for the entire community.

At this meeting at Tahoe it is very important, then, that everybody actively engaged or about to be engaged in library work in California shall be present,—county librarians, other librarians, library trustees and all interested workers with books. The county librarians have already had two rousing annual meetings; the California Library Association has had sixteen; this is the first joint session of the two bodies. Papers will be read and discussions brought forth on all the live library topics of the day; the motto will be service; how to improve the work; how to get books to the people; how to do it cheaper; how to do it quicker.

From all over the State the regular summer rates to Lake Tahoe will be in force. This rate is better than the usual convention rate, better than the usual one-and-a-third fare rate. Rates at Tahoe Tavern are reduced for the occasion. The regulations on tickets provide stopovers at several places in California where a county or other library is doing especially good work. A valuable stopover place is Sacramento where the work of the State Library can be personally investigated.

This meeting represents a great public work, the work of bringing books to every resident of the State. These books are not merely to amuse him, they are to help him in his business or in his profession; they are to give him the most recent and valuable information of the day on his special topic of interest. This is a work to benefit the farmer equally with the lawyer; to give the same book-opportunities to the country boy as to the college student; it is a work for all the people.

DR. CHRLES W. DECKER
SURGEON DENTIST
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Phelan Building, San Francisco, Cal.

Review of School Statistics Comparing Years 1910 and 1911

By JOB WOOD, JR.

ELEMENTARY SCHOOLS

		Gain	Loss
Number of Teachers—			
Men	983	63	
Women	8,941	411	
Total	9,924	474	
Certificates of Teachers—			
High School	362		7
Grammar	9,138	413	
Primary	97		1
Special	327	69	
Total	9,924	482	8
Number of Teachers—			
Allowed on attendance	9,569	1,160	
Number of School Districts—			
At beginning of year	3,245		5
Organized	83	83	
Suspended—Re-established	15	15	
Lapsed	13		13
Suspended	22		22
Combined	1		1
Total	3,307	98	36
Number Pupils Enrolled by Grades—			
First Grade Boys	37,782	1,040	
Girls	32,182	1,065	
Second Grade Boys	22,889	1,045	
Girls	20,468	1,205	
Third Grade Boys	22,893	991	
Girls	20,370	1,149	
Fourth Grade Boys	21,568	681	
Girls	19,478	773	
Fifth Grade Boys	20,420	916	
Girls	18,310	18	
Sixth Grade Boys	19,037	1,493	
Girls	17,326	478	
Seventh Grade Boys	16,990	2,083	
Girls	16,603	972	
Eighth Grade Boys	14,276		1,197
Girls	14,603		518
Total Boys	175,855	7,052	
Girls	158,800	5,242	
Grand Total Boys and Girls	334,655	12,294	

Note—There is a real gain in the eighth grade of this year over last year of 1,548 boys and 713 girls. But the year before had in some counties the ninth grade pupils which have been included in the eighth grade above. This indicates a loss in place of a gain.

		Gain	Loss
Average daily attendance	263,402	11,081	
Graduates of Grammar Schools—			
Boys	8,671	568	
Girls	9,774	245	
Total	18,445	813	

FINANCIAL

		Gain	Loss
Receipts. From—			
Balance on hand	$ 3,531,808.04		$276,698.72
State apportionment	5,290,944.86	$571,680.96	
County apportionment	4,300,438.04		387,150.06
City and district taxes	2,517,035.66	1,195,008.19	
Sale of bonds	1,870,088.97		526,385.55
Miscellaneous sources	564,822.95	222,862.07	
Total	$18,075,138.52	$799,316.89	
Expenditures. For—			
Teachers' salaries	$ 8,663,088.89	$736,007.86	
Supplies, etc.	2,837,893.25	583,822.12	
Sites, buildings, etc.	2,922,651.14		$443,256.65
Books and apparatus	131,836.24	4,682.00	
Total	$14,555,469.52	$881,255.33	
Balance on hand	$ 3,519,669.52		81,938.44
Value of Property—			
Sites and buildings	$36,238,602.00	$2,856,275.00	
School libraries	959,311.00	42,861.00	
Apparatus	449,642.00	34,252.00	
Total	$37,647,555.00	$2,933,388.00	
Number of School Visits—			
Made by county superintendents	18,247		210
Made by trustees	16,835	408	
Number of Books—			
In school libraries	2,195,057	145,428	
Number of Days School—			
Was maintained during year	172		1
Average Annual Salary Paid Teachers—			
Men	$970.13	$43.05	
Women	711.17	13.21	
Number Districts Maintaining School—			
Less than 120 days	18		7
Between 120 and 160 days	394	57	
Beteween 160 and 200 days	2,601		11
200 days and over	232		5
Total	3,245	34	

KINDERGARTEN SCHOOLS

		Gain	Loss
Kindergarten Schools—			
Number teachers—all women	236	28	
Certificates Held—			
Kindergarten primary	233	69	
Special Kindergarten	3		41
Total	236	28	
Number Pupils Enrolled—			
Boys	3,787	369	
Girls	3,980	483	
Total	7,767	852	

		Gain	Loss
Number of Days—			
School was maintained	185	1	
Number of Visits—			
Made by county superintendents	375	47	
Made by school trustees	160		21
Number of Volumes—			
In Libraries	2,155	1,339	

FINANCIAL

		Gain	Loss
Receipts. From			
Balance on hand	$ 21,394.89	$ 4,959.90	
Taxes	180,455.01	10,823.68	
Total	$201,849.90	$15,783.58	
Expenditures. For—			
Teachers' salaries	$165,607.83	$20,948.41	
Supplies, books and apparatus	15,828.02	2,786.07	
Buildings	1,626.26		$6,008.65
Total	$183,062.11	$17,725.83	
Balance on hand at close of year	$ 18,787.79		$1,942.25
Valuation of Property—			
Sites and buildings	$139,538.00	$39,343.00	
Books and apparatus	13,495.00	3,170.00	
Total	$153,033.00	$42,513.00	

HIGH SCHOOLS

		Gain	Loss
Number of District—			
County	22	4	
City	38		
District	37		2
Union	114	7	
Joint Union	10		
Total	221	11	2
Number of Teachers Employed—			
Men	783	134	
Women	1,213	151	
Total	1,996	285	
Enrollment of Students—			
First year Boys	10,361	1,534	
Girls	10,648	1,051	
Second year Boys	4,902	706	
Girls	6,223	840	
Third year Boys	3,108	493	
Girls	4,004	467	
Fourth year Boys	2,082	40	
Girls	3,161	243	
Total Boys	20,453	2,773	
Girls	24,036	2,601	
Grand Total	44,489	5,374	
Graduates—			
Boys	1,864	144	
Girls	2,892	365	
Total	4,756	509	
Number of Days Schools—			
Were maintained during year	186		5
Average Daily Attendance—			
In school for year	35,117	4,224	

FINANCIAL

		Gain	Loss
Receipts. From—			
Balance carried over	$1,867,491.53	$1,088,356.51	
State apportionment	391,172.30	8,484.31	
District tax for support	3,646,788.54	800,635.45	
Taxes and bonds for buildings	1,318,385.10		$568,158.29
Donations, tuition, etc.	59,029.26		14,897.40
Total	$7,282,866.73	$1,314,420.58	
Expenditures—			
Teachers' salary	$2,552,965.00	$ 390,847.35	
Supplies, etc.	924,191.63	264,347.03	
For buildings	2,034,152.78	871,157.12	
For books and apparatus	121,086.78	15,077.43	
Total	$5,632,396.19	$1,541,428.93	
Balance on hand	$1,650,470.54		$227,008.35
Valuation of Property—			
Lots, buildings, etc.	$10,923,163.00	$1,867,273.00	
Laboratories	389,534.00	79,093.00	
Libraries	275,275.00	40,332.00	
Total	$11,587,972.00	$1,986,698.00	
Number of Books—			
In libraries	221,961	25,928	
Average Annual Salary Paid Teachers—			
Men	$1,505.37	$39.55	
Women	1,054.06		$22.38
Average Tax Rate—			
Per $100 valuation for each district	$.295	$.003	
Average Cost of Schooling Per Pupil not Including Cost of Buildings Erected—			
Kindergartens	$23.36	$ .56	
Elementary	34.76	2.78	
High schools	80.88	6.03	
Number of Certificates Issued on Examination—			
To Men	85	18	
To Women	421	11	
On Credentials—			
To Men	558	183	
To Women	2,349	123	
Certificates Held by Teachers in Kindergartens—			
Kindergarten Primary	233	69	
Special Kindergarten	3		41

		Gain	Loss
Elementary Schools—			
High school	362		7
Grammar school	9,138	413	
Primary	97		1
Special	327	69	
High Schools—			
High school	2,592	186	
Special High school	404	99	
Total	12,920	767	8

NORMAL SCHOOLS

		Gain	Loss
Number of—			
Schools	7	1	
Number of Teachers Employed—			
Men	39	2	
Women	106	10	
Total	145	12	
Number of Students, Normal Department—			
Men	107	2	
Women	2,438	222	
Total	2,545	224	
Training Department—			
Boys	1,103	16	
Girls	1,392		39
Total	2,495	16	39
Number of Graduates—			
Men	33	5	
Women	864	149	
Total	897	154	
Financial—			
Total receipts	$290,781.23		$97,277.35
Total expenditures	$279,456.22		763.48
Valuation of—			
Normay property	$1,768,775.00	$320,865.00	
Number of Books—			
In Libraries	69,928	4,641	

RECAPITULATION

Total Number of Teachers Employed in State—	Men	Women	Total	Gain	Loss
Kindergarten		236	236	28	
Elementary schools	983	8,941	9,924	474	
High schools	783	1,213	1,996	285	
Normal schools	39	106	145	12	
Total	1,805	10,496	12,301	799	

Students Enrolled in All Schools—	Boys	Girls	Total	Gain	Loss
Kindergartens	3,787	3,980	7,767	852	
Elementary	175,855	158,800	334,655	12,294	
High schools	20,453	24,036	44,489	5,374	
Normal schools	107	2,438	2,545	224	
Normal (training)	1,103	1,392	2,495		23
Total	201,305	190,646	391,951	19,744	23

FINANCIAL

Receipts. From—			
Kindergartens	$ 201,849.90	$ 15,783.58	
Elementary schools	18,075,138.52	799,316.89	
High schools	7,282,866.73	1,314,420.58	
Normal schools	290,781.23		$97,277.35
Total	$25,850,636.38	$ 2,129,521.05	$97,277.35
Expenditures—			
Kindergartens	$ 183,062.11	$ 23,734.48	$6,008.65
Elementary schools	14,555,469.52	1,224,511.98	443,256.65
High schools	5,632,396.19	1,541,428.93	
Normal schools	279,456.22		763.48
Total	$20,650,384.04	$ 2,789,675.39	$450,028.78
Valuation of School Property—			
Kindergarten	$ 153,033.00	$42,513.00	
Elementary schools	37,647,555.00	2,933,388.00	
High schools	11,587,972.00	1,986,698.00	
Normal schools	1,768,775.00	320,865.00	
Total	$51,157,135.00	$5,283,464.00	
Total Number of Books in Libraries—			
Kindergartens	2,155	1,339	
Elementary schools	2,195,057	11,081	
High schools	221,961	25,928	
Normal schools	69,928	4,641	
Teachers county library	2,489,101	42,989	

A Legal Opinion in Reference to School Trustees

State of California,
Office of Attorney General
San Francisco, April 11, 1912.

Hon. Edward Hyatt,
Superintendent of Public Instruction,
Sacramento.

Dear Sir: I have your communication of April 5, 1912, which reads as follows:

"The governing boards of high schools, as I understand the law, take office at different times. County Boards govern County High Schools. These Boards take office, or the new members do, on July 1st. See Subdivision 6 of Section 1768 of the Political Code. City High Schools are governed by City Boards of Education whose members take office as provided by the charters of said cities. Union and Joint Union High Schools are governed by five members elected at large on the first Friday in April. The members of these boards take office, as I understand the law, on July 1st. See Section 1732 of the Political Code. District High Schools are governed by the Board of Trustees of the grammar school. These members take office on May 1st. See 1613 of the Political Code. Seemingly, it has been the thought of the Legislature that the new members of the Boards of Education should have a say in the election of the teachers for the coming year.

"In 1911 Section 1617, Subdivision 7b, was so amended as to allow the election of teachers 'on and after June first,' etc., etc.

"Question. Does this law apply to elementary and high schools alike? Under its provisions, may County Boards of Education elect the teachers of County High Schools on and after June first, though the new members have not yet taken office? May the Union and Joint Union High School Boards elect their teachers on and after June first though the new members do not take office till July first?

"District High School Boards hold their office ex officio. May they elect their teachers on and after June first?"

The term of office of school trustees of elementary school districts is fixed by Section 1613 of the Political Code, as follows:

"The term of office of school trustees is three years from the first day of May next succeeding their location."

Their powers are defined in Section 1617 of the same Code, Subdivision 7 of which, as amended in 1911, reads, in part, as follows:

" . . . teachers may be elected on or after June first for the next ensuing school year, and each teacher so elected shall be deemed re-elected from year to year thereafter unless the governing body of the school district shall on or before the tenth day of June give notice in writing to such teacher that his services will not be required for the ensuing school year."

Section 1741 of the same Code, relating to the powers and duties of high school boards, provides:

"Except as in this article, or in Article XV of this chapter otherwise provided, the powers and duties of high school boards shall be such as are now or may hereafter be assigned by law to boards of education or boards of school trustees in school districts."

Section 1674 of the same Code, relating to the formation of union and joint union school districts, provides, as to the powers of the boards of trustees of such districts:

(Subd. 10.) "The powers and duties of boards of trustees in union or joint union high school districts shall be such as are now or may be hereafter assigned by law to boards of school trustees, except as otherwise provided in this section."

Section 1739 of the same Code, relating to the powers of county boards of education, when acting as trustees of the county high school, provides that such boards

"shall have the same powers and duties in regard thereto, except in regard to the issuance of bonds, as the high school boards of high school districts."

Section 1721 of the same Code provides, that the term "high school district" shall be deemed to include union and joint union high school districts.

In the enumeration of the powers of the various high school boards, the Code contains no exception to the time and manner of election of teachers prescribed in Section 1617. It follows, therefore, that such boards may, in accordance with the provisions of Section 1617, elect teachers on or after the first day of June for the ensuing school year, notwithstanding the fact that the personnel of the various boards may be changed by the addition of newly elected members on the first of July following. In this respect the provisions of Section 1617 apply with equal force to elementary and high school boards.

Yours very truly,
U. S. WEBB, General Attorney.
By John T. Nourse, Deputy.

The Child in the Making

By J. N. Hurty, M. D.,
State Health Commissioner of Indiana

A short time ago I visited a large veneer establishment. It was very interesting to see the heavy knives slice great logs as one would an apple. But I noticed that every log was sound; they evidently had been carefully selected. I remarked this to the superintendent, and he said: "Surely they are selected. We can't make veneers out of logs which have a suspicion of decay in them."

Again, I was recently in an engine works, and was deeply interested in what was done there. At one place lay a pile of steel rods of all shapes and sizes. Two men came up and began boring into them, carefully preserving and labeling the borings. "Those borings will be carefully analyzed," said the superintendent. "In addition, each kind of rods will be submitted to mechanical tests. We must have good steel to make good engines."

Last fall I visited the stock-yards at Indianapolis. They cover many acres, and there are hundreds of cattle and hog pens all roofed over. Buyers from abattoirs and packing-houses were buying animals for slaughter. I noticed they quickly and expertly considered every animal. It seemed to me the hogs were especially carefully classified. The buyer thumped every hog with a long, smooth, and well worn hickory pole, and as he sounded and passed upon them, they were separated into different pens, or driven away. Occasionally the inspector would sententiously say "Sick hog." Without a word the hog would be removed. The process interested me deeply, indeed, it quite fascinated me for a little while. After it was all over, I remarked to the expert buyer and tester, who, by the way, receives $6,000 a year for his services: "You are very careful to buy only sound, well hogs, I notice." "Of course," said he; "we can't make good hams and bacon out of sick, weak, or injured hogs. Such go for inferior meats, or for tanking."

Obviously, it is good business, it is good economy, to carefully inspect logs for making veneering. It is also good business and good economy to inspect steel for making engines; and plainly it is good business and good economy to inspect hogs.

Only a few days ago I visited a schoolroom where I saw children who were degenerates and defectives, and even those who were sick, and children of widely different temperaments and character, unselected and unassorted. All were being put through the same pedagogical process. The first practical business principles for the making of men and women were absent. In only a few places in this country have serious efforts been made to select and classify school children according to their physiological age and physical and mental condition; and to make them strong and healthy. We know full well that much can be done to increase health, strength, and symmetry of body and mind, provided the foundations exist, and we know that degenerates cannot be made into strong, useful, virtuous citizens.

The education and health departments of Indiana have adopted what they call the "Indiana Child Creed." It is as follows, with no claim to originality:

INDIANA CHILD CREED

Every child has the inalienable right to be born free from disease, free from deformity, and with pure blood. Every child has the inalienable right to be loved; to have its individuality respected; to be trained wisely in mind, body, and soul; to be protected from disease and from evil persons; and to have a fair chance in life. In a word—to be born right and to be brought up in the fear and the admonition of God.

We hold these truths to be self-evident. That government is defective which does not strongly exert itself to conform to them, and to give them practical application in everyday life.

Again, we accept the declaration of the wise man that "Youth is the time to serve the Lord," and that we must "Train up a child in the way he should go; and when he is old he will not depart from it."

Heredity

The first point to be considered in estimating the child is its heredity. If by any sign whatever it is degenerate in any degree, the problem of its care and training is not the same as if defects only existed. Degeneracy is incurable. It may be ameliorated, but not banished by education. The only possible way to get rid of degeneracy is to prevent the production of the degenerate. Those two great compulsory institutions, schools and jails, cannot change, but may control the degenerate.

We cannot make a silk purse out of a sow's ear; still a sow's ear can be put to some minor and good uses. The science of ugenics deals with artificial selection, and would see that every child is well born. In speaking of this idea, David Starr Jordan says: "The best gift to a baby is a healthy father and mother—physicially healthy, mentally healthy, and morally healthy. Such a gift is not to be found every day, but is rather to be chosen than great riches. It is great riches, for, accident or mischance aside, it means efficient life, joyous life, life that is worth while." That misery has its origin rather in biological than economic causes, appears more and more plainly as we progress in our study of the problems of life. We now know that every child is made up in its physical and mental natures of a mosaic of ancestral traits. Before strength of either body or mind may be attained, there must exist ancestral endowment to resist stress and strain. We cannot have figs of thistles. Given then a child with the proper amount and kind of steel and silk in both body and mind, and his making is possible. There is no large problem of bringing him to a perfect manhood, for he will arrive from his own inherited force and qualities. Benjamin Franklin and Abraham Lincoln and many others of right stuff went to school to themselves and graduated from colleges of which they were the president and the faculty. More, they created a university wherever they appeared, and led and directed and taught others. But as things now exist, we have not to consider those who are extraordinarily endowed. They need no consideration. Their natural strength will carry them onward and upward with a power which cannot be hindered. They will be a light unto the masses.

It is to the average and the less than average child that education must give first consideration. He is the one whose meager inherited endowment of steel and silk must be woven into the warp and wool of such fabric as it is possible to make. It is certainly time that a good—yes, generous—education should be the birthright of every child, and this can even now be given, but the wise business sense of giving it has not yet fully possessed us. As for the right to be born strong, to proceed from stock fit to procreate, that is as practicable as education is now, but is not for our day. There are thousands of children in this land physically below par, who can in the proper environment be raised to par, and perhaps above. But such have natural endowment. Environment cannot change lead into steel, but it can purify the lead and make it into useful lead forms. Dr. Holmes said: "There are people who think that everything may be done, if the doer, be he educator or physician, be only called in season. No doubt, but in season would often be a hundred or two years before the child was born; and people somehow never send so early as that."

I assume, then, that heredity is the first factor to be studied in the making of the child, but this need not inhibit meantime the studying of other factors. Our knowledge of heredity is not yet sufficient to be expressed in statutes, except perhaps to a limited degree. But knowing that degenerates proceed from degenerates, why should not the statutes forbid their union, and then their progeny would not burden us? At least in a degree, moral unfitness might be a matter of opinion, and we know that on a primary foundation of acquired physical weakness not a few heroic lives have been built. Still, the grosser forms of degeneracy, as feeble-mindedness, insanity, and transmissible deformities, can be infallibly recognized and separated. So it appears that ability to care for oneself under the ordinary strain of life should be the minimum requirement for marriage.

It has been said, "If the great stream of charity should stop for a weak, pauperism would cease"; but stopping the great stream of charity would itself be wrong, and its effects would eventually be had. It is through true and fully developed charity—namely, producing from the fit only—that abiding results in ending the misery and burden of degeneration may be attained.

The Healthy Child

The infant being healthy in body and mind must be kept so, and not have ill health or deformity forced upon it. This being accomplished, education is in order. That the maintaining of health is woefully

neglected appears from the fact that twelve per cent of the infants born fail to reach one years of age, and four per cent of those who pass the first year of life die before seven. Then between seven and fourteen, the school-going period, one per cent die. We then lose seventeen per cent of all children before they reach adolescence. If farmers lost stock at this rate, a special session of Congress would be called to consider the matter, and no measure for prevention would be considered too drastic. Remember that each death represents a large measure of sickness; in fact, hardly a child in all the civilized world escapes sickness of greater or less duration and intensity; then, all considered, we may appreciate our fatuous ignorance.

The healthy child in the making should not become sick, and should not die. Yet, we not only force sickness upon our children, but we frequently deform them. Astigmatism and eye strain are not inherited defects. Lateral curvature of the spine is always acquired. The new-born infant does not have its shoulders out of line, one higher than the other. The pigeon chest and forward drooping shoulders are not congenital. Yet twenty per cent of our children are more or less deformed.. What a comment on our intelligence!

And, as for a perfectly normal female pelvis or a normal foot after adolescence, such a thing cannot be found in civilized lands. Why do we wreck the eyes, or twist the spines of children, or deform their shoulders? Is it our intelligence that moves us to such deeds? Then, there is consumption and the whole disgraceful list of acquired diseases. What havoc they bring! Why have them, when we know it is true as spoken by the great Pasteur: "It is within the power of man to drive all parasitic diseases from the earth." Man, made in the image of his Maker, is no longer in that image if deformed, and is no longer in His Spirit, if sick. It is distinctly wicked to be sick or to deform ourselves, or to force sickness or deformity upon our children.

Horace Mann appeared one morning in his office with lack luster eye, with languid air and pale face and lips, and unsteady hand. "Are you not well today?" asked a friend. "I am ashamed to say I am not," replied the great educator. "Why are you ashamed? I do not understand." "It is simple," was the answer. "Last evening I attended a banquet, and ate food which my body did not need, and this morning outraged nature punishes me. It was a foolish thing to do, and I knew better, but did not have the practical sense to refrain." Of a truth, he was not practical to defy a law of his well-being. It is through eating, the very means by which we live, that we most frequently derange our health. "We should eat to live," said rare old Ben Franklin, "and so enjoy eating to the utmost, rather than to eat for pleasure and so bring pain and illness upon ourselves."

I believe that in wiser and more practical ages to come, nations will view life and living very differently, and that country which shall first have learned how in all ways to guard its blood and its children will dominate the world and be held in high and lasting honor. The way is plain and open. The world is slowly realizing it has been blind and negligent. In many places we see many hopeful signs of an increasingly uneasy conscience. The study of the child is now discussed frequently; and I believe it is the teacher who is doing most for the cause. The teacher has cultivated the acquaintance of the normal, the supernormal, and the subnormal child, and has learned the tenderness and the courage necessary to consider and face those disagreeable aspects of child life which have so long been neglected. And latterly, a consciousness, not perfectly clear but nevertheless a starting force, is the awaking of the child in factory harness, the child adventurer in the city streets, the child who is the unnecessary victim of deformity and disease.

Orators give strong reasons to combat universal suffrage, to combat phases of the labor question, etc., but the necessity and advisability of giving the child the best possible care is not debatable. The methods only can be debated. We shall never hear it contended from the platform that the soundness of a nation's children is an unimportant matter. Even the most selfish and sordid will not sneer at or openly oppose the conservation of child life. Not a long distance back in our history it was believed necessary to "break the child's will," and he was forced to spend his tender years in practical silence. His infant prattle was suppressed, and as for the natural call for experiment and adventure, its assertion could not be considered. "How strange," we now remark; but our own omissions in the care of the child are, in the light of the times, as numerous as in past days. The presence of the so-called "children's diseases," and the immense traffic in short coffins, are not arguments for an increased birth rate. It is not necessary that a fit mother should bear seven to ten children to keep up the race. Let those who are fitly born be brought to strong manhood and womanhood, as hygiene knows well how to do, and not sent to untimely graves.

The relation of a few incidents met in the course of public health work will probably be profitable. In 1904 smallpox prevailed extensively in Indiana, and the State Board was frequently called upon to enforce the laws for prevention. At many places schools were closed because of the prevalence of the disease, and business was checked. At the small town of Shotwell I was examining a little girl about nine years of age who was suffering from burning eruptions. Now the lesions of chickenpox appear in better development on the back than on uncovered parts, and the reverse is true of smallpox. It is necessary, therefore, to carefully examine the back to differentiate between smallpox and chickenpox, but in looking at the back a plainly marked case of lateral curvature of the spine was discovered. Thereupon I thought to question the mother, and so I asked: "When did your little daughter first show signs of having a capricious appetite." The woman, somewhat surprised, said: "Bessie has been living on pickles and sour things for about a year, and she would not eat plain bread and butter and fruits." "When did she first show nervous signs, and sometimes cry out in her sleep, or talk of her lessons while sleeping?" The mother was this time greatly surprised, and asked how I knew of it. I replied: "I guessed it." She said that the child's nervous symptoms had begun six months before. The child was asked if her seat at school was such height as to permit her feet to reach the floor, and be flat thereon. She said that her toes only reached the floor, and that the desk was so high she always raised her right shoulder above her left in order to write. This was enough to account for the bent spine, which, of course, pinched and irritated the cord and produced reflexly the symptoms of breakdown above recorded. How futile are medicines for the relief of indigestion and nervousness due to a crooked spine! And here I ask: Where is the common sense and economy in forcing lateral curvature of the spine upon a defenseless child? And again, why do so many self-styled practical people sneeringly hurl the epithet "crank" at whoever calls attention to and protests against such barbarism? It remains to be told that little Bessie's school records showed that she was falling behind others who were not having deformity forced upon them, and, further, that she was scolded and otherwise punished. Last scene of all in this child tragedy, or rather last disgrace of all, the school trustee insisted the school district did not have money with which to buy adjustable seats and desks. We note, however, it had money enough to pay for the deforming and the ruining of the health of a child.

Another instance of an attempt by the school to ruin a defenseless child physically and morally: Fanny Stevens entered school a few weeks before she was seven years old. She was as bright, and learned as well as other children. By the middle of her second year a great change came over her. Though she had been bright and lively, she became dull and listless. She became pale, too, with white lips. She fell behind her class, and did not pass upward. Of course this discouraged her, and her teacher and parents scolded the innocent. In her third year of attendance and in the second school grade she fell sick. Fortunately, a good doctor was called, and he made a thorough examination. He discovered adenoids and defective hearing. When the acute disease was passed the adenoids were removed, and the defective hearing departed with them. With the handicap gone which had been leading her to a life of invalidism, or to the grave, she returned to school with dullness and listlessness all gone, and thenceforth advanced with her classes and enjoyed freedom from punishment by teacher and parents. But what finished barbarism, what exquisite cruelty was here practiced in the name of education!

I was inspecting schools in company with Superintendent Carr, of Marion County, Indiana. We arrived at a two-room district school at noon just as the school was dismissed. Children were going in both directions to their homes for dinner, but some

from a distance remained in the school-room to refresh themselves from their lunch baskets. Among these was a little girl who was crying bitterly, and the food was spilling from her mouth and falling over her dress. She was suffering from toothache. A glass of warm water was brought and she was induced to rinse her mouth. Examination disclosed seven decayed teeth in her mouth, two of them aching. Here was an instance of deficiency and delinquency in the family and in the State.

Why cannot we come out of this darkness? We are not ignorant, for we have been told of these conditions for some years. Have the teachers exerted themselves as they should? And why such apathy, with its torture and cruelty, among practical business men? I have recounted these and like instances to business men and to school trustees, and have sometimes seen sympathy aroused, but invariably come forth the remark: "Medical inspection of school children would make more offices and would cost a great deal of money." Of course it would; but what of it? Is it good, is it wise, is it true economy to permit little children to go to physical, mental, and moral ruin?

Feeding the Child

To give a child a sanitary environment, meaning a healthful schoolhouse and also medical inspection, is not all that must be done. Our law also requires that hygiene shall be taught. To meet this necessity the State Health Commissioner and the State Superintendent of Public Instruction are required to prepare pamphlets for the use of teachers in giving hygienic instruction. This instruction is of inestimable importance in child-making, for few children, and few adults, too, know how to properly breathe and to eat. By many, eating and breathing are looked upon as processes which will take care of themselves. This is not wholly true, and we know that lack of this knowledge, coupled with bad food and bad air forced upon children, results in the loss of at least fifteen per cent of efficiency. Again, the necessity of teaching hygiene forcibly appears when we realize that as few as four decayed teeth in a child's mouth lowers his efficiency nine per cent. I estimate that the practical application of hygiene to schoolhouse and to child would increase the average efficiency not less than thirty-three per cent. This means that one-third of the time now occupied is lost, and that wise hygienic administration can save one-fourth of the school moneys.

The medical school examiner soon realizes, from the number of contracted chests and unused lung cells he finds, how true it is that many have not learned to breathe correctly. And from finding so many with red, pitted tongues and tenderness over the stomach region, he realizes that large numbers do not know what to eat or how to eat. I believe, therefore, that the child in the right making should be taught to stand erect, be taught how to breathe, and taught how and what to eat.

The outdoor schools already established prove overwhelmingly the advantages and benefits of fresh air. Not only does proper breathing of fresh air make apple cheeks, cherry lips, and clear eyes, but it makes clear minds also, and the outdoor school child distances his indoor brother. From all the outdoor schools comes the surprising fact that not only does physical improvement quickly attend the supplying of an abundance of fresh air to pupils, as was expected, but, that although less than half as much time is spent on school work, school standings are maintained and even improved. The question then arises, have we all of these years been holding the child back physically and mentally by denying air? And the answer is, yes. To teach breathing and to supply fresh air seems, therefore, the first and all-important step in the making of the school child. But what of teaching the facts concerning foods and right eating? Pure air, deeply breathed, is the true natural tonic. No prescription of doctor or compound of pharmacist can equal it. When natural appetite appears, what foods shall be given, and how shall they be eaten? Shall this important knowledge be supplied at home? It would be well indeed if this were done, but the present generation of parents do not know, and shall I say the present generation of teachers, too, are likewise deficient in this knowledge?

Sir Frederick Treves, King Edward's physician, said: "Simple and plain unspiced foods, slowly taken without stimulants and thoroughly masticated, constitute rational eating." Where are the rational eaters, according to this standard? On every table we find pickles, salads, spices, and sauces, to stimulate appetite and provoke rapid and excessive eating. The natural taste of a child must be perverted by many trials to make it accept these things. And when finally the perversion is established, the way to malnutrition is opened. The prophet Daniel, when in captivity at Babylon, gave King Nebuchadnezzar a lesson in rational dietetics when he refused meat and wine, and choose pulse, now known as rice. The king ordered that the handsome, clear-eyed, clear-minded Hebrew be given meat and wine in abundance, to preserve his pulchritude. But Daniel protested, and declared that was the way to secure a coated tongue, a muddy complexion, dull eyes, a bad breath, and a dull mind. Daniel and Sir Frederick Treves are right. When simplicity of diet is achieved, then another measure of efficiency equal to that proceeding from the right breathing of pure air will be attained. The pure food question is simple, indeed, despite the commotion made by Dr. Wiley and other pure food officials; for, after all, it is generally the foods which we should never eat which are adulterated. There is no trouble, and never has been, to procure unadulterated potatoes and other vegetables, nor to procure unadulterated rice, hominy, and oatmeal. Apples, oranges, bananas, strawberries, and other fresh fruits are not and cannot be adulterated. If wheat or rye or buckwheat flours are adulterated, it is with cornmeal, which really improves them from the health standpoint. Water, if unpolluted, added to milk by the dishonest milkman, touches the pocketbook only, and vegetable fats added to butter do not detract from its healthfulness. So it appears that to solve the food adulteration problem and to nourish bodies properly and rationally, we have only to eat of simple foods which cannot be adulterated. We should then teach the child that for the healthful making of his body, rice, hominy, oatmeal, grits, fresh fruits, good wheat and cornbread, and fresh vegetables will serve him well. We should teach him to avoid alcohol, spices, stimulant sauces, pickles and salads, and impress upon him the words of Solomon, who said: "Be ye not among wine bidders; among riotous eaters of flesh, among gluttons, for all such are an abomination unto the Lord."

Summary

The inalienable right of the child to be born free from defects, free from disease, and with pure blood, means that to secure this right society shall see that the diseased, the defective, and those of impure blood shall not have children. Second, acquired defects must be removed early in the child's life, or corrected when removal is not possible. Third, sickness and disease must be prevented, and to fail to do this when it is so clearly within our power marks us as delinquent. Fourth, the child shall be given a generous education, and be trained morally both by parent and by the State.

Preliminary to the accomplishment of this great task, let us take fully to heart the utterance of David Starr Jordan:

> There is nothing in all the world so important as little children, nothing so interesting. If you ever wish to go in for philanthropy, if you ever wish to be of any real use in the world, do something for children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick and bury the dead, but there is always the chance that we can save the child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them.

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Editorial

Reply to Articles in May Issue of the Sierra Educational News by Arthur H. Chamberlain and James A. Barr.

The Fight for Free Text-Books

Arthur H. Chamberlain says: "The children of California are facing a grave crisis. In the fight that is on all teachers are interested." We reply, "The PEOPLE of California are facing a grave crisis. In the fight that is on ALL the people are interested."

The people are willing to supply free text-books for the children of the elementary schools. The Board of Education must be taken out of partisan and school politics. The progressives from now on to election day will support the Shanahan amendment. It was initiated by the regularly elected representatives of the people. It was not fathered by the agents of the American Book Co. We have an abiding faith in the people. We do not have faith in self-elected, salaried servants of the Commonwealth who try to usurp the legislative functions of the State, and who slap the County Superintendents in the face. The progressives are for the Shanahan amendment.

* * *

Free Text-Books for High School

NO. The high school student who has not sufficient energy and desire to own a few books is not worth a high school education. The cost of high school books is small compared to unnecessary expenses of graduation, social functions, and high school activities that are superfluous. We are not for free text-books for high schools until we furnish free graduating clothes, free meals, and have socialism in its best form for all the people.

* * *

Local Adoptions

"Uniformity speaks of the dead past," says Chamberlain. This statement puts him in the Ananias class. Local adoptions existed long before State Uniformity was in vogue. In the beginning of our public school system the district was complete in itself. It is true that a few of the States like Massachusetts still have local adoptions. The Bay State continues, however, to elect its Governor each year, and has many old fogy laws on its statute books. Again, the editor says: "Shall schools having a nine month session and those having an eight month session be compelled to use the same books?" Yes; why not? You might as well ask, Should a girl with blue eyes be compelled to use the same book as the girl with brown eyes? The educational argument is that there should be uniformity of length of term, of courses of study and text-books. We were surprised that Mr. Chamberlain should make so frivolous an argument.

His argument that local adoptions will give a variety of text-books is good. But what of it? Books are cheap, and under our present law, with increased library funds, each community may buy a large variety of books. The basal text should, however, be uniform, and no sound argument can be put forth for local adoptions except that one that it will give all book companies a fair show to increase their sales. It will necessitate the employment of many book agents, and book companies will have local agents, with local political pulls, as they do now in the States of Washington, Iowa, and other States where local adoption prevails.

We believe that County Boards and County Superintendents are able to select good books, but that a properly constituted State Board can do the work just as efficiently and save the time and energy of one hundred agents and fifty-eight different Boards of Education in the State. From an economic standpoint local option is ridiculous. From a commercial standpoint it is good for the book companies, educational journals and local hotels. From the viewpoint of the children, Los Angeles and San Diego and Riverside, will get good books, but what of the City of Oakland.

Education is a public trust. The Nation and the State demand that under all conditions uniformity in the essentials of intelligent citizenship must prevail. We should have the same course of study and the same basal texts in Georgia as in California, in Modoc as in San Francisco.

* * *

The State Board of Education

The Shananhan amendment proposes that the Legislature shall enact a law creating a State Board of Education. Under this act the Board may be appointed by the Governor for a term of years. It may be given powers and duties that are greatly to be desired. We will trust the Legislature. It has for the past thirty years been true to the people in educational affairs. It has given the university, the normal schools, the elementary school splendid financial support. It has enacted laws for a high standard of certification. It can be trusted. The teachers' initiative amendment is an insult to Governor Johnson and the progressive Legislature of this State.

The State Superintendent

The initiative amendment proposed by the California Teachers' Association has a number of glaring faults. The Superintendent of Public Instruction should not be appointed by a commission but should be elected by the people. It is a mistake to presume that the Superintendent should presume that the Superintendents should be first of all an educational expert. His qualifications should combine all the qualities of an educator and a citizen. The Superintendent of Public Instruction must stand as a guardian of the rights of the pupil, the teacher, and the taxpayer. He must speak as the voice of the whole people, and not as a man representing a class, the source of power must be direct from the people. To make the Superintendent of Public Instruction a pedagogical clerk of a State Board of Education would be a farce.

* * *

Issues of the Los Angeles Meeting

James A. Barr, over his own signature as secretary of the California Teachers' Association, insults Senator Shanahan and the Legislature of the State of California. He calls Shanahan, "A hopeful aspirant for the gubernatorial chair"; "simply a politician tinkering with things he does not understand." He says in placing the power to create a State Board of Education in the hands of the Legislature: "It is pernicious in its proposal to make the State Board the plaything of politics." The ordinary partisan newspaper is not more flagrant in its use of ped-a-demagogic literature than this man claiming the voice of 8,000 teachers.

He makes much of the puerile questions of Superintendent Francis. Secretary Barr forgets that the Legislature is elected by the people. That Shanahan is a representative of the people, and that he had a right to ask Francis if he had not consulted, not with teachers, not with book men, not with children, but with the men and women who support the burden of the public schools, the taxpayers of the State. Has the plain citizen no right to an opinion on educational affairs unless it is given him by a pedaguese expert?

The California Teachers' Association, by its self-constituted delegates, have usurped the power and privileges of the City and County Superintendents. The law in creating an annual convention of City and County Superintendents was for the purposes of considering questions in reference to the administration of schools. The Superintendents are equipped by experience to meet the issues squarely. They are elected by the people and represent the people in educational affairs.

* * *

The Book Companies

We agree with Secretary Barr that there is no book trust. However, Mr. Barr is too well acquainted with current educational history not to know that the dark shadow of the American Book Co. is over the so-called Teachers' Amendment. The movement to affiliate the various associations

was promoted by Fred T. Moore, Leroy Armstrong and Morris Dailey and E. Morris Cox with Dr. Lange whistling down a blind alley occasionally. We believe that a majority of the twenty-eight delegates who voted for the amendment are like Mark Keppel—perfectly sincere and honest—in the belief that they are promoting a measure for the good of the schools. It took this Journal three years to wake up Lange to the true facts in reference to Armstrong, and not until he resigned to work for the American Book Co. did he realize how he had been used. It may take three years more to awake the California Teachers' Association to the fact that the American Book Co. had to have local adoptions, and to put the State Printing Office out of business. If Governor Johnson, Edward Hyatt and Frederic Burk continue to cut down the prices of text-books it will affect the situation disastrously for book companies in every State in the Union.

We have tried to state the truth from the viewpoint of some experience, and some knowledge of the business. We stated in the April issue that for commercial reasons we would support the so-called Teachers' amendment. After reading the May issue of the Sierra Educational News, and after hearing Dr. Barrows and E. Morris Cox talk upon the subject the situation becomes one of principle instead of indifference, and we will support the Shanahan amendment with all the vigor and ability we can command.

* * *

The Book Trust

Is there a book trust? No, there is not. It is true that the American Book Co. is the result of a merger of various companies and it sometimes happens that it continues to purchase interests in other publishing houses. It is not a trust, however, in the sense of ability to control prices of production, distribution, or sale of text-books. Ginn & Co., Silver, Burdett & Co., D. C. Heath & Co., and other concerns are free and independent in all their dealings of the American Book Co. There are times that agents of the various companies will combine to promote their business interests, but it is usually temporary, and for a special reason. Representatives of book companies are, as a rule, men of culture, education, and energy, and where members of a State Board of Education, or a Commission, are of an open mind they present the merits of their books. However, the very nature of the competitive business in which they are engaged forces them at times to use the same methods to secure business that the man uses who has any commodity to sell. The truth, however, is that there is no real book trust. Senator Shanahan is entirely wrong in trying to connect Silver, Burdett & Co. with the book trust. Dr. Burk, however, is entirely right in insisting that text-books should be adopted on their merit, without regard to the personality of the representative, or the presentation of personal, political, financial or institutional pulls.

* * *

The enthusiastic response of trustees to the call for meetings is one of the best indications of an awakened conscience on the part of trustees towards rural education.

* * *

The continuous cry of the educational expert for closer supervision of the district schools has in it some merit. We should take heed. However, we should not overlook the fact that the greatest inefficiency of our school system is in the large cities like Oakland, San Francisco and Los Angeles, where supervision is carried to extreme. The Superintendent has four or more deputies, special teachers on a half dozen different subjects, and a supervising principal for each school from eight to thirty teachers. In addition to the high schools they have heads of departments, who devote only a small part of their time to actual class teaching. The waste of time and proper adjustment of the teaching force requires the best thought of educational leaders. Not more supervision, but better supervision is wanted.

* * *

Superintendent Frank B. Cooper of Seattle has been re-elected. His salary is $7,500.00 per annum. A few more examples like the above and men of vigor and power would not quit the educational field for commercial pursuits. The missionary spirit of service is all right. The taxpayers must, however, realize that an educational missionary must have his reward in this life.

* * *

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Educational Amendments to the Constitution

Statement of Committee on Education of the Commonwealth Club

The Legislature at the special session of December, 1911, submitted to the voters a constitutional amendment to change the State's educational policies that must be passed upon at the November election. The California Teachers' Association, dissatisfied with the legislative proposal, has prepared an alternative amendment to be placed upon the ballot by petition. It is assumed that the association will secure sufficient signatures to give the alternative a place on the ballot. The committee has therefore laid aside the general investigation it had begun of learning what is being taught in our schools and with what results, in order to lay before the club the facts and conclusions on the questions that are up for immediate settlement.

The present constitutional provision is here given, and the proposed amendments are printed:

Section 7 of Article IX of the Constitution of California

The Governor, the Superintendent of Public Instruction, the President of the University of California, and the Professor of Pedagogy therein, and the principals of the State Normal Schools, shall constitute the State Board of Education, and shall compile, or cause to be compiled, and adopt a uniform series of text-books for use in the common schools throughout the State. The State Board may cause such text-books, when adopted, to be printed and published, to be distributed and sold at the cost price of printing, publishing and distributing the same. The text-books, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever which will require or necessitate the purchase of new books by such pupils, and said State Board shall perform such other duties as may be prescribed by law. The Legislature shall provide for a Board of Education in each county in the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions. (Amendment adopted October 10, 1911.)

Amendment Proposed by the Legislature

Section 7. The Legislature shall provide for the appointment or election of a State Board of Education, and said board shall provide, compile, or cause to be compiled, and adopt, a uniform series of text-books for use in the day and evening elementary schools throughout the State. The State Board may cause such text-books, when adopted, to be printed and published by the Superintendent of State Printing, at the State Printing Office; and wherever and however such text-books may be printed and published, they shall be furnished and distributed by the State free of cost or any charge whatever, to all children attending the day and evening elementary schools of the State, under such conditions as the Legislature shall prescribe. The text-books, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever which will require or necessitate the furnishing of new books to such pupils, and said State Board shall perform such other duties as may be prescribed by law. The Legislature shall provide for a Board of Education in each county in the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions.

Amendment Proposed by the State Teachers' Association

Section 2. A State Superintendent of Public Instruction shall, for the term beginning on the first Monday after the first day of January, 1915, and every four years thereafter, be appointed by the State Board of Education. He shall receive a salary not less than that of the Secretary of State, and shall be ex-officio secretary of the State Board of Education.

Section 7. A State Board of Education consisting of seven members shall be appointed by the Governor for the term of nine years; provided, however, that the members of the State Board of Education who shall first be appointed hereunder, shall be appointed for two, three, four, six, seven, eight and nine years respectively, and shall take office upon the first Monday after the first day of January, 1913. The members of the State Board of Education shall serve without salary, but shall be allowed their actual and necessary expenses incurred in attending any meeting of the State Board of Education. For the term beginning on the first Monday after the first day of January, 1915, and every four years thereafter, the State Board of Education shall appoint a State Superintendent of Public Instruction. The State Board of Education shall perform such other duties as may be prescribed by law, and shall appoint such educational and clerical assistants as may be necessary for the proper performance of its duties. One of the educational assistants shall be assistant superintendent of industrial education. The State Superintendent of Public Instruction and members of the State Board of Education shall be subject to recall and removal from office by vote of the qualified electors of the State in such manner as the Legislature shall provide. The Legislature shall provide for a County Board of Education in each county in the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and of the granting of teachers' certificates within their respective jurisdictions. All text-books for use in any county, or city, or city and county, or high-school district in the State, shall be adopted by the Board of Education of such county, or city, or city and county, or high school district, and shall comply with the standards fixed by the State Board of Education. The text-books, when so adopted, shall continue in use not less than four years thereafter, and shall be furnished free of cost, to all pupils in the public schools of the State in such manner as shall be prescribed by the Legislature, and the cost of furnishing such

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books shall be defrayed from a separate text-book fund which shall be provided for in such manner as shall be prescribed by the Legislature.

Both amendments, it will be seen, cover two principal proposals—first, a reorganization of the State Board of Education, and, second, free text-books for the public schools. The amendment proposed by the California Teachers' Association provides in addition that the State Superintendent of Public Instruction on the expiration of the term of the present incumbent shall be appointed by the State Board of Education as its executive officer.

The amendment proposed by the Legislature, usually known as the Shanahan amendment because it was proposed by Senator Shanahan of Shasta, leaves the membership and selection of the State Board of Education to be determined from time to time by the Legislature. The amendment proposed by the Teachers' Association fixes the number of the board at seven, provides for selection of members by the Governor, and gives them a nine-year term subject to removal by the voters as in the case of elective officers.

On the text-book question the two amendments agree in the provision that books shall be furnished at public expense. Both permit manufacture at the State Printing Office or purchase from publishers.

The Shanahan amendment provides for uniform text-books. The teachers' amendment gives each local board of education authority to adopt any books that comply with the standard of fitness fixed by the State Board of Education. Both leave the Legislature to fix regulations for furnishing the books to the users. Both provide that the books shall be used for four years.

The Commonwealth Club of San Francisco met at the St. Francis Hotel on Wednesday evening, May 4th, to discuss the Shanahan amendment and the teachers' initiative amendment for free text-books. The regular speakers for the teachers were David P. Barrows and E. Morris Cox. Senator Shanahan spoke for the amendment proposed by the Legislature. Dr. Barrows emphasized the part of the teachers' amendment which applies to the reorganization of the State Board of Education. E. Morris Cox spoke on the subject of free text-books, particularly for free high school text-books. Senator Shanahan spoke effectively for the free text-books, and for the reorganization of the State Board of Education by the Legislature. He denounced the measure proposed by the teachers, and advocated the State uniformity of text-books. He stated that E. Morris Cox, and representatives of the American Book Co., were lobbying for local adoptions during the legislation. In open discussion Professor Marx of Stanford spoke against local adoption. Dr. Frederic Burk objected to the use of the names of teachers in connection with the amendment proposed by E. Morris Cox. He said that the California Teachers' Association composed of twenty-nine delegates stood as god-fathers of the amendment, but the real father was not in evidence. Dr. Burk then related the efforts of Leroy Armstrong of the American Book Co., formerly editor of the Sierra Educational News, in promoting local adoptions. A. J. Cloud arose and proposed the same old gag that the delegates to the California Teachers' Association represented the 8,000 teachers of California. Professor Ferguson of the San Francisco Polytechnic High School asked Mr. Cloud how many teachers were in the Bay section and he answered 3,000. When asked how many had voted in favor of free text-books and local adoptions, he was compelled to answer "only forty."

The business men of the Commonwealth Club were not favorably impressed with the arguments made by the representatives of the California Teachers' Association.

* * *

An Announcement of a Meeting of School Trustees That is Full of Suggestions

Riverside, Cal., April 12, 1912.

To the School Trustees of Riverside Co.:

Ladies and Gentlemen—It is my pleasure to send to you this, the official call for the first School Trustees' Meeting to be held in Riverside County. The meeting will be held at Riverside, the tenth day of May, 1912, at ten o'clock a. m., in compliance with Section 1566, page 34, of the School Law:

"It shall be the duty of one School Trustee of each School District of the county in which said meeting is held to attend the same. The School Trustees of each School District shall select the Trustee, whose duty it shall be to attend such meeting, and each Trustee so selected shall be allowed his actual traveling expenses." (Extract from the Law.)

Definite word concerning the meeting place, the program, etc., will be sent to you as soon as plans for the meeting are completed.

It has seemed to me wise to call the meeting soon after May 1st. The newly elected grammar school trustees will be "in the harness" then, and but few changes take place in Union High School boards this year. From now until September you will be planning for the work of another school year.

A live and well attended meeting of the School Trustees of the county will result in better schools for next year. An exchange of ideas will clear up much that is hazy. Talks by those who know on interesting points in school law; employing teachers and janitors, buying supplies, school houses remodeling, building materials, lighting, ventilation, heating, blackboards, school desks, toilets, the water supply, etc., can't fail to be productive of good.

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Very truly yours,
RAYMOND CREE,
County Superintendent of Schools.

* * *

Gives Interesting Lecture on The Far East

W. G. Hartranft Entertains Large Audience With Vivid Word Painting of China, Japan and the Philippines

The lecture on "China, Japan and the Philippines," given by W. G. Hartranft at the James Lick School, was appreciated by an audience that filled every seat in the auditorium. This large attendance was another proof that the lectures being given under the direction of the Board of Education are steadily growing in popularity.

The audience was taken by Hartranft on a rather hurried trip through Japan, seeing the most beautiful body of water on the globe, the Inland Sea of Japan, with its many ancient types of sea-going craft carrying freight to and fro, the coaling of ships by women and girls at Nagasaki, jinriksha riding on country roads, and other such typical scenes.

The lecturer next took his hearers to China, where they were made to realize the wonderful change that has taken place there politically. They saw street scenes in Shanghai and Hongkong and Canton, the Chinese colleges and universities, and many pictures showing the people of the county. In addition to the views, Hartranft gave many word pictures that were as interesting —of a steamboat being propelled up stream by men and women stepping upon the paddle wheels, of a rice-mill at work, and a sawmill, and of the chief executioner at Canton, a man who has cut off the heads of more than 700 criminals.

Then they sailed across the China Sea again and were entertained with views of Manila and out in the precincts of the Philippine Islands where the average American never goes. They saw natives shooting birds with blow-guns, cocoanut rafts afloat on the beautiful Pagsanjan River, and took a trip into the interior mountains among the Tingyanies, a tribe of pagans similar to the Igorots. All of these pictures showed the real life of the common people of the Philippines. There were no pictures of temples and towers and buildings. One could not come away without feeling that he knew more of the real life of the natives of the islands than before.—Municipal Record.

* * *

May 18th is Peace Day

Peace Day is May 18th. It is observed annually by the schools of all nations. Suitable exercises are easily arranged, including hymns to peace, quotations from standard writers, and pictures of heroes of peace.

A Peace Flag is made by sewing a wide white border around a national flag. Each nation makes its own peace flag from its national flag and white, which is the symbol of peace. The use of the peace flag in schools teaches the new patriotism, loyalty to the ideals of peace and good citizenship.

War costs too much. Many people pay direct taxes, and all people pay indirect taxes. So all the people, poor as well as rich, women as well as men, and child laborers also, help to pay for soldiers, battleships and powder. In 1910, 71 per cent of the national income was spent for war purposes, leaving less than 30 per cent for all other government expenses.

One battleship costs as much as any one of our largest universities, land, buildings, and equipment. The average life of a battleship is 12 years. Each time one of the big guns is fired the shot costs more than the average salary paid to school teachers in the United States for one year.

Since 1900 over 60 international disputes have been settled by arbitration.

—American Humane Education Society Calendar.

Everybody Pays

It has been carefully figured out that the amount spent for war in any one year is about $8 for each person. The war funds, if divided among all the people, would give to each man, woman, and child, $8.00.

Or reckon it the other way. Each person must give up $8.00 in money or labor, to make up the war fund. He can't refuse and say he doesn't believe in war funds—the government takes the $8.00 directly or indirectly.

Or try it this way. Count up how much the city you live in is paying this year for war expenses. Multiply $8.00 by the population. Are there 5,000 people in your city? 5,000 times $8 is $40,000. That would buy public improvements that would last a generation. And next year another $40,000 would be useful. And every year, another.

When will peace come?

On the day that we refuse to pay for war. —Humane Press Bureau.

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Washington, D. C., 1505 Penn. Ave.
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"The Fisk Teachers' Agencies have had a wonderful record and their managers are men of integrity and ability."—West. Journal of Education.

Western School Notes

Superintendent Heiken of Yuba County has telephones installed in all the schools of the county.

* * *

The State Normal School at Cheney, Washington, was destroyed by fire recently. The building and equipment cost $400,000.

* * *

Mark Keppel is working with great energy to secure a good delegation from California to the N. E. A. meeting in July at Chicago.

* * *

The teachers of Sacramento acted as censors of the Kinemacolor pictures recently. The school children are to be shown the pictures free.

* * *

S. M. Chaney of Glenn County held a postal card election to determine the desire of the people to a new high school building. The vote was in favor.

* * *

The Nevada County Institute was closed in sorrow on account of the unexpected death of Mrs. Fitzgerald, mother of Superintendent Fitzgerald. Mrs. Fitzgerald was on the program for closing remarks, and was active and interested in educational affairs.

* * *

Superintendent Mark Keppel has been asked to aid in the formation of school laws for the State of Arizona.

* * *

Miss Effie B. McFadden of the San Francisco State Normal School was the guest of the Women's Club of Stockton on April 23rd. She spoke on the "Attitude of Women Towards Life To-day."

* * *

H. C. Cutting, the prominent real estate man of Richmond, was formerly State Superintendent of Nevada.

* * *

H. I. Priestley of the Riverside High School has resigned to accept a position in the library of the University of California, Spanish Department.

* * *

The faculty of the Santa Ana High School has refused to act as chaperons for the students on picnic occasions.

* * *

H. M. Rebok has been re-elected for a term of four years at Santa Monica. The Board of Education intends to provide vacation schools.

Superintendent Frank F. Bunker will retire from the Berkeley School on June 1st. The attempt to recall the directors who opposed his educational policy failed.

Glenn Allen of the Napa High School has resigned. More than one hundred students have petitioned the Board of Trustees to retain him.

* * *

Miss Alma N. Patterson, supervisor of elementary instruction in the Berkeley School, has resigned to accept a position in the State Normal School at Los Angeles, Cal.

* * *

The San Francisco Board of Education will hold a competitive examination for teachers beginning Saturday, June 8th.

The applicant must be the holder of a teacher's certificate of a grade not lower than the grammar grade, valid under the laws of the State of California. He or she must not be over 35 years of age. Applicants must possess high personal character, liberal education and perfectly sound bodily, healthy and vigor. No married woman, unless her husband is totally incapacitated because of illness or infirmity, need apply, nor any teacher who may not be in a position to accept an appointment to the substitute list whenever such appointment may be made during the year.

Examinations will be given to test the qualifications of the candidates as follows:

Ability to speak and write correct, forceful English; United States history and current American institutions; arithmetic and methods of teaching and school management.

The examinations to be held after June, 1912, in addition to the subjects named above, will include elementary biology and physics.

* * *

Shanahan and Keppel are to discuss the Constitutional Amendment on May 29th at Pomona before the California Congress of Mothers.

* * *

The California School Masters' Club held a meeting on Saturday, April 27th. James A. Barr presided. There was a large attendance. John Brisben Walker was the principal speaker and "1915" was the topic under discussion.

* * *

Superintendent Lulu White of Shasta County held a large meeting of the School Trustees of her county on May 4th. J. W. McClymonds of Oakland and J. E. Osborne, formerly agent of the American Book Co., but now principal of the Shasta County High School, were the principal speakers.

* * *

Theodore Roosevelt should be invited to California to celebrate Peace Day. California is with him in an awakened public conscience on public service, but not in promoting an aggressive military spirit. The big stick is all right perhaps for boys. The spirit of gentleness and kindliness and of truth has been the spirit that has conquered always.

* * *

The teachers of Alameda have been granted a five per cent raise in their salaries.

* * *

Honoring C. W. Childs, who celebrates this year the fiftieth anniversary of his service as an educator in the public schools of California, the members of the School Masters' Club of Alameda County assembled at the banquet table May 3rd, in the Hotel St. Mark. Volney Rattan and J. W. Anderson, veteran teachers and old-time friends of Childs, were also guests of honor. John Swett was unable to attend and sent his regrets.

The courses of the banquet were interrupted by the singing of old-time melodies, in which the pedagogues, old and young, joined their voices. Reminiscences were told and the occasion was enlivened by many a jest. P. M. Fisher presided as toastmaster. Toasts were responded to by C. W. Childs, Volney Rattan, J. W. Anderson, H. C. Petray, Robert Edgar, James Addicott and J. C. Gilson.

Crossing the plains in 1861, C. W. Childs first taught school at Coloma, El Dorado County, the scene of the discovery of gold, in the spring of 1862. After teaching here for a few years he removed to Suisun City, Solano County, where he took charge of the public schools. From 1868 to 1878 he remained in this county and served for two terms as County Superintendent of Schools.

In 1878 Childs was appointed to a position in the State Normal School, where he taught history, literature, civics and geography. For twenty years he remained with this institution, and was elected vice-president and president successively. From 1888 to 1898 he acted as president of the Normal, and was recognized throughout the State as an educator of note.

Those present were J. E. Addicott, A. C. Barker, C. L. Biedenbach, R. E. Bosshard, H. D. Brase-

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field, F. R. Cauch, C. W. Childs, S. H. Cohn, S. E. Coleman, E. M. Cox, C. B. Crane, G. A. Edgar, P. M. Fisher, W. D. Forbes, N. K. Foster, George W. Frick, G. E. Furbush, J. C. Gilson, R. J. Graham, C. H. Greenman, W. M. Greenwell, C. F. Gulick, J. C. Hammel, W. B. Hughson, L. D. Inskeep, C. H. Jordan, I. D. Martin, Paul Martin, S. P. Meads, G. E. Mortensen, R. O. Moyer, H. C. Petray, N. Ricciardi, H. Rode, E. K. Safford, N. O. Shiveley, W. D. Spencer, J. R. Sutton, W. A. Tenny, R. E. Warren, S. D. Waterman, D. Williams, G. W. Wright, G. S. Dunbar, G. H. Boke, C. J. Geddis, J. Preston and A. Ogden.

* * *

Book companies whose copyrighted texts are used for the California series school books will get $7,123.30 in royalties for books sold during the quarter-year ending March 1st, according to figures completed by B. S. Lobdell, secretary of the State Text-Book Committee. The distribution is as follows:

American Book Company, $3,329.14; Macmillan Company, $1,437; Silver-Burdett & Co., $1,293.50; World Book Company, $472.44; D. C. Heath & Co., $325.30; Newson & Co., $265.92.

* * *

W. H. Greenhalgh, County School Superintendent, has decided to issue a call for a convention of school trustees of the county to meet in Jackson during May, the object being to discuss matters of interest to the schools such as the hiring of teachers, repairing buildings, improving grounds and any other topics in line with the duties of trustees. The intention is to have State Superintendent Hyatt or some other prominent educator address the institute and it is believed that the proposed gathering will serve to infuse greater interest in school matters throughout this section and bring about a great improvement in school conditions.

* * *

President David Starr Jordan of Leland Stanford University, California, has been secured for the Fourth of July oration at the American Institute of Instruction at North Conway. The first edition of 30,000 preliminary announcements has been exhausted, and a second edition has been published.—N. E. Journal of Education.

* * *

Dr. Alex Lange presided at a banquet Saturday evening, May 11th, at the Old Poodle Dog in honor of James A. Barr who presented ideas relative to a school exhibit in 1915.

* * *

The Ocean Shore Railway is running daily excursions to Montara and return, from Twelfth and Mission street depot. This road is the scenic wonder of California, and offers views of ocean, mountain and gardens that are unsurpassed in and about San Francisco.

* * *

A. H. Yoder has been elected President of the Whitewater State Normal School. Professor Yoder began his educational work in the San Francisco Normal before it had become a State institution.

* * *

The San Francisco Bulletin on Wednesday, May 15th, in a vigorous editorial praised the Shanahan amendment and opposed the local adoption idea of the Cox amendment.

Supplementary Arithmetic Leaflets (graded), used in Cleveland Public Schools. Send 10 cents for sample, stating grade. The Britton Printing Co., Cleveland, O.

Address Department

The World Book Co. of which Caspar Hodgson, the well known Californian is the leading spirit, has purchased the Globe Book Co. of New York. Mr. Hodgson has hundreds of friends in California who are glad to hear of his continued prosperity.

* * *

The San Francisco Chronicle had a splendid editorial in its columns Sunday, May 12th, in favor of the Shanahan and against the local adoption of text-books.

* * *

The Second Annual School Trustees' Institute of Placer County will be held in Auburn Saturday, May 25th. Deputy State Superintendent Job Wood, President Allison Ware of the Chico Normal and others will discuss subjects relating to the improvement and welfare of our schools. The members of the Domestic Science Department of the Placer County High School will serve a free lunch at noon to the Trustees attending.

* * *

F. A. Foderhase, for the past four years Principal of the Grammar School in Arbuckle, and a member of the County Board of Education, has resigned his position to accept the principalship of the Redding Public Schools.

President Pearse of Milwaukee is making great preparations for the Chicago meeting of the N. E. A., July 8-12.

* * *

D. T. Bateman visited Yuba County in April, and assisted Superintendent Heiken in conducting a trustee's institute.

* * *

Alice Park has written a terse, vigorous, and careful review of "California Women Under Laws of 1912." Copies may be had free by addressing Alice Park, Palo Alto, Cal.

* * *

W. L. Glascock, for the past three years principal of the San Rafael High School, was appointed on May 16th by the Board of School Trustees principal of the San Mateo High School, to succeed O. A. Johnson, resigned. Glascock is a graduate of the University of Indiana and of Stanford University. The salary which the position carries is $2,250 annually.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray-Wiggin Co., 770-776 Mission street, San Francisco.

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INDIAN STORIES by Major Cicero Newell—A thoroughly original, distinctive and interesting supplementary reader adapted for use in 5th and 6th grades. The stories in the book represent the author's actual life and experience among the Sioux Indians. They are direct and convincing, told in very simple language, and with great respect for the Indian. Price, 50c.

SONGS WE LIKE TO SING compiled and edited by Birdie Alexander, Supervisor of Music, Dallas, Texas—Does not the title at once suggest the melodies we have all known and loved from our childhood days? They are our common heritage; they have been sung by more than one generation and they will live on in the hearts of the American people long after the ephemeral "popular" songs of the day have been forgotten. Price, 35c.

CICERO'S ORATIONS by Gunnison and Harley, of the Erasmus Hall High School, Brooklyn—A complete third year Latin book containing selections from Cicero's letters and essays, for sight reading; also an excellent grammatical appendix and exercises in prose composition. A distinctive feature will be the beautiful illustrations.

COMPOSITION AND RHETORIC by Prof. E. E. Clippinger, Head of English Department, Indiana State Normal School, Terre Haute—The book follows the tread of modern thought by placing its greatest emphasis on Composition rather than on Grammar and Rhetoric.

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Disaster Greater Than The Titanic

On April 14, the Titanic collided with an iceberg and carried 1635 souls to death. The whole country is aroused, the press has given thousands of pages to the accident, the President and Congress talk of new laws looking toward greater safety for passengers on ocean-going vessels, and the public insistently demands these laws.

Every day in the year preventable diseases in the United States carry 1640 souls to death. Why does not the appalling daily slaughter from unnecessary disease arouse as much consternation, and lead as speedily to effective remedial measures, as would the daily sinking of an ocean liner? It is because people need to be taught the facts regarding preventable diseases, their causes, and the methods of prevention. They need simple, clear explanations of underlying principles.

World Book Company publishes several school books which give exactly this basis of knowledge of simple principles, in a style which has made them the most effective elementary school text-books issued in the last five years.

Ritchie-Caldwell's Primer of Hygiene...list price 40c
Ritchie's Primer of Sanitation.....list price 50c
Ritchie's Human Physiology.....list price 80c
Tuttle's Principles of Public Health....list price 50c

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The following Counties, Cities and Towns of California base their reading work upon the Gordon Method.

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Santa Clara	Siskiyou
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Sacramento	Merced
San Joaquin	Kings
Tulare	Placer
Orange	Yuba
Riverside	Madera
Contra Costa	Sutter
Kern	Lassen
Santa Cruz	Plumas
San Mateo	Del Norte
Mendocino	Trinity
Monterey	Mono
San Luis Obispo	

CITIES AND TOWNS
(Population Census 1910)

San Diego	39,578	Watsonville	4,446
Pasadena	30,291	San Mateo	4,384
San Jose	28,946	Santa Clara	4,348
Fresno	24,892	Ontario	4,274
Alameda	23,383	Coalinga	4,199
Stockton	23,252	Colton	3,980
Long Beach	17,809	Oroville	3,859
Riverside	15,212	Chico	3,750
Bakersfield	12,727	Salinas	3,736
Eureka	11,845	Redding	3,572
Santa Cruz	11,146	Corona	3,540
Redlands	10,449	Ventura	2,945
Pomona	10,207	Orange	2,920
Santa Monica	7,847	Tulare	2,758
Santa Rosa	7,817	Glendale	2,746
Richmond	6,802	Hayward	2,746
Petaluma	5,880	Lodi	2,697
Napa	5,791	Porterville	2,696
Marysville	5,430	Anaheim	2,628
San Luis Obispo	5,157	Auburn	2,376
Alhambra	5,021	Madera	2,404
Monterey	4,923	Black Diamond	2,372
Hanford	4,829	Los Gatos	2,232
South Pasadena	4,649	Santa Paula	2,216
Visalia	4,550	Martinez	2,115
Whittier	4,550	Paso Robles	1,441
Palo Alto	4,486		

Notice of Examination

Notice is hereby given that a competitive examination for appointment of teachers to the San Francisco School Department will be held beginning Saturday, June 8, 1912, at 9 o'clock a. m., at the San Francisco Commercial School Building, on Grove Street near Larkin Street. For further information apply to MELVIN G. DODGE, Secretary Board of Education, Pine and Larkin Streets.

San Francisco, May 1, 1912.

Vacation 1912

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Copies of Vacation 1912 may be obtained at 874 Market St. (Flood Bldg.), Sausalito Ferry Ticket Office, on or application to J. J. Geary, G. P. & F. A., 808 Phelan Building, San Francisco.

City and County Board Members and Superintendents

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THE

WESTERN JOURNAL OF EDUCATION

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, Stockton, Cal., Secretary.

June Has Come

Another year has rolled around already, June has arrived and the voice of the graduate is heard in the land. Three hundred thousand California youngsters are heaving three hundred thousand sighs of different size, sighs of relief at the close of school. Twelve thousand teachers are figuring on the best way to spend the summer. Some are anxiously preparing for a summer of study; some for travel in Europe or for relaxation and rest and are expecting to spend the summer in hustling for a new job. Some are hoping against hope to get all their buttons sewed on and their clothes mended before school opens again.

* * *

Graduation Days

We have a strenuous time at the State office during the month of June. High schools and grammar schools are closing continually all over the land and very many of them like to have the diplomas awarded by a representative of the commonwealth. The demands are many more than can ever be met and the office force skips here and there, and then works overtime to catch up with routine work. I have myself just returned from an extended journey among the schools of San Diego County, piloted by the County Superintendent, Hugh J. Baldwin. We spent a week in going from school to school in a red automobile, taking part in a number of closing exercises and winding up with the Trustees' Institute on Saturday as a grand finale. There was an evening session of the institute and I hurried from that to catch an Owl train for the north, to the other end of the State without pause.

The County Superintendent

Mr. Baldwin has become one of the veteran superintendents of the State, with sixteen years of continuous service to his credit. He is jolly and light hearted in manner, but beneath that he is helpful and he is kind. He is a past master in conducting a graduating exercise, and it would do all superintendents good to watch him do it. He takes charge of the whole show in the most genial and whole hearted style you can imagine. He breaks up the stiffness and formality of the occasion in a minute, and has everybody smiling in another minute. He heartens up the young people, brags on them liberally and adjures the people to give them appreciation and applause. He makes a stirring and enthusiastic address and keeps up a running fire of comments and observations throughout. In giving out diplomas he calls up the youngsters by name, one by one, congratulates them, claps them on the back and makes some pleasant remark to each, to the interest of the crowd and to the blushing pleasure of the boy. The gift of cheerful inspiration is a happy one.

> Give us the man who loves his work. His is the spirit that conquers obstacles, that subdues opposition, that opens new fields to the hand of man. He is the forerunner of Achievement. He uses the small task as a means to fit himself for the larger deed. He accepts the larger deed as a token of the greater opportunity. He is never unsatisfied. His is the healthy unrest in whose wake cometh growth. He is a Hewer of Progress—an Apostle of Accomplishment. He is one to be cherished by the world. Give us the man who loves his work!—Business

* * *

Two Helpful Books

Two ex-public school teachers of this State have written two excellent books along nature lines, and I would call the special attention of other public school teachers to the value of their work.

"Yosemite Flora" is by Professor Harvey Hall and his wife. It is a handy little book in popular style on the plants of the Sierras and every one needs it who teaches or travels in the mountains.

"Bird Notes" is by Miss Gretchen Libby. It is a pamphlet designed to help teachers in studying and teaching California birds to the young people of the State. It can be obtained gratis by a teacher if she will write to the Fish and Game Commission in the Balboa Building at San Francisco. One of these days the supply will be exhausted and out of print. It can be had now but not bye and bye. A hint to the wise is sufficient.

* * *

Free Text Book Amendment

In December the State Legislature adopted a Free Text Book Amendment by a two-thirds majority, and placed it upon the ballot, to be voted upon by the people at the regular election next November. This is called the Legislative Amendment or sometimes the Shanahan Amendment from its author, a brave, blunt, determined, sincere and hard fisted senator from Shasta County. No one knows the long drawn and well nigh impossible task it was to fight this measure through the legislature. It cost him two years of steady effort. No one else in the history of the State has succeeded in it. No one knows the obstacles that had to be overcome. No one less determined or less strong or possessing less the confidence of the people could have accomplished it. The measure is very broad and general, intended to establish the free text-book principle with the fewest possible entanglements and outside issues. It provides two new things only; that text books shall be furnished free and that the State Board of Education may be reorganized by the legislature. This is so general that a large part of the people may come together upon it. It is elastic, leaving details to be worked out, tried out and changed as time goes on. When we find out by trying it how best to furnish free text books and how best to make a State Board the details may then be crystallized into the Constitution—but not until the Principle has been established in some simple and general way.

This amendment, starting with the powerful momentum given by the legislature and the support of the administration, has a chance for adoption; and so far as I can see it is the only thing that has even a chance. I believe that any other measures proposed at this time are not proposed from a real desire for free text books but from a desire for other things very different from that. I believe that all those really in favor of the free text book idea should vote for the Legislative (Shanahan) Amendment and vote against any other that has been proposed. A vote for more than one on this subject nullifies itself.

* * *

An Unfortunate Name

I sincerely regret that the name "Teachers' Amendment" is being tacked upon the opposition or substitute measure that was

proposed by twenty-nine members of the Council of Education at Los Angeles in April. It weakens the teachers' cause before the law making body of the State. It discredits the Legislature. It seems to show that we can never agree among ourselves as to what we want. Moreover, it is not a truthful name. It does not really represent the 12,000 teachers of the State. So far as I know, it was not brought before any teachers' organizations before hand, but was born in April of the twenty-eight persons who voted for it, and it represents them, not "The Teachers." I should desperately hate to oppose anything that came from the heart of the teachers of California. But this does not come under that category, and I have a conviction that it is impractical, a mistake, and that a careful inspection of it will show that we school people cannot afford to be responsible for it. It would be easy to go on and call it hard names, but I should prefer to consider it all an honest difference of opinion and keep good humored about it.

* * *

Good Humored Aspects

Indeed, there is a good deal of humor about it and it has its funny aspects. It seems absurd to me to see the horror of some of my friends at the idea of giving the Legislature the job of organizing a State Board of Education. Really the Legislature accurately represents the people of California and it is the proper body for that job. Who else is safer? It is open to the school people and to all people. It has not shown a disposition to abuse the schools or to exploit them in the past for the sake of politics. The last legislature passed a teachers' pension law, and many other good school laws. Who is any safer?

It seems funny to me for earnest and heated friends to declare and redeclare that a State Board appointed by a governor would be "absolutely devoid of politics." The idea is deliciously absurd.

I enjoy having some of my friends dwell upon the theory that if they could only appoint the State Superintendent instead of having the vulgar people elect him they would immediately secure a "broad guage, liberal minded, noble-hearted man, a magnificent educator"—instead of a mere political shrimp, of low ideals. I always want to ask "What's his name?" It is laughably queer to me for a sane and intelligent school man to asseverate with a fervor that is almost profane that "It will not make 30 cents' worth of difference to the book interests whether there be local adoptions in this State or not." What do you know about that? I actually giggled upon seeing a bright fellow gravely quote the sole and only newspaper that up to date has taken decided stand in that direction as being "typical of the awakening of the California press."

So runs the world along. Let us gather our roses of humor as we may.

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

The Pacific Coast Office of the Playground and Recreation Association of America, 1058 Phelan Building, San Francisco, has within the past year done much to educate the people and communities from Vancouver, B. C., to San Diego, California, in the equipment, maintenance and supervision of outdoor and indoor play centers. Personal visits and personal talks and conferences have been made by the secretaries daily. The communities have been visited, literature distributed, reports made, advice given, to all the educational institutions of the State. Mr. L. H. Weir, Field Secretary, and Mr. James Edward Rogers, Assistant Secretary, have spoken before different meetings of the sections of the California Teachers' Association, and before the different local institutes. These gentlemen have been co-operating with the Superintendent of Schools, Mr. Hyatt, in getting out the report on playgrounds, particularly in reference to school playgrounds. They have conferred with several of the heads of the Normal Schools in regard to this subject, and have come in contact with different principals and teachers of the High Schools, Normal Schools and Primary Schools of the State. The playground, or better still, the recreation movement, is primarily educational.

The teachers of the country are vitally interested in the wider use of the school building, and are giving greater attention to the question of play in and out of the school. Play as an educational medium and force was organized by Pestalozzi and Froebel. The Playground and Recreation Association has much literature which is distributed freely, and is glad to send to any of the teachers of the State, who are interested in the matter of playground and recreation. Following are the titles of the free literature:

Developments and Opportunities in the Field of Public Recreation. By H. S. Braucher, No. 83.

Tendencies and Developments in the Field of Public Recreation. By H. S. Braucher, No. 85.

Can the Child Survive Civilization? By Dr. Woods Hutchinson, No. 32.

The Playground as a Phase of Social Reform. By Mrs. Harriet Hickox Heller, No. 31.

The Playground from the Standpoint of the Executive Officer of the City. By Hon. George A. Hibbard, No. 29.

The Playground a Necessary Accompaniment to Child Labor Restriction. By Everett W. Lord, No. 36.

Besides this free literature, which this office is always ready to distribute, and to send, there is also a great demand on the part of school people and others interested in the equipment of playgrounds and their management, these pamphlets for which it makes a small charge:

"The Playground" magazine, published monthly, 25 cents a copy, $2.00 per year.

"A Practical Talk Upon Playground Equipment," No. 86. By E. B. DeGroot, 10 cents.

"How to Start a Playground," including a suggested form of constitution of local playground. By E. B. DeGroot, 10 cents.

All of these will be found very helpful to those interested in the improvement of playgrounds. The cost is simply that of printing and postage.

The public schools can only realize their real function in the life of the community by recognizing this broad recreational movement that is nation-wide in scope. Only by making the school a real neighborhood center, and by recognizing that the play spirit is deeply rooted in the life of every individual and that mischief is merely the play spirit perverted, and the play spirit properly directed and handled leads toward enthusiasm, interest, attention and co-operation,—by these means only, can the value of providing for this play instinct, and for its supervision, be realized by the educator.

* * *

COMPARISON OF ENROLLMENT, TEACHERS EMPLOYED, AVERAGE ENROLLMENT PER TEACHER AND COST PER PUPIL ENROLLED IN THE GRAMMAR AND PRIMARY SCHOOLS IN CITIES WITH BOARDS OF EDUCATION AND CITY SUPERINTENDENTS

Name of City	(1) Total Enrollment	(2) No. Teachers Employed	(3) Average Enrollment per Teacher	(4) Cost per Pupil on Enrollment
San Francisco	46,649	1059	44	$34.42
Los Angeles	42,976	1068	40	38.44
Oakland	19,065	461	41	48.26
San Diego	5,442	128	43	29.51
Berkeley	5,377	163	33	41.32
Sacramento	5,129	160	32	51.11
Fresno	4,743	120	38	34.68
San Jose	4,484	114	39	32.08
Pasadena	4,194	148	29	58.75
Long Beach	3,521	100	35	38.74
Alameda	3,178	96	33	33.50
Stockton	2,982	81	37	39.96
Riverside	2,218	68	33	33.71
Bakersfield	2,110	49	43	26.30
San Bernardino	2,077	58	36	31.26
Chico	1,831	40	46	24.92
Pomona	1,808	59	31	42.53
Eureka	1,646	45	36	31.50
Santa Ana	1,504	40	38	27.07
Santa Cruz	1,471	44	34	32.32
Santa Barbara	1,460	48	30	39.24
Vallejo	1,377	35	39	30.00
Santa Monica	1,346	43	31	40.91
Santa Rosa	1,346	36	37	30.39
Richmond	1,030	24	43	27.41
Visalia	910	22	41	28.04
San Luis Obispo	777	20	38	24.76
San Rafael	679	18	38	34.50
Palo Alto	586	19	31	40.07
Oroville	582	16	36	23.76
Salinas	531	15	35	30.93
San Buenaventura	459	14	33	34.20
Marysville	345	11	31	44.94
Total	173,833	4,422	Ave. 40	Ave. $35.14

It will be noticed that the cities are arranged in the order of the enrollment of children. Column 1 gives the total enrollment in the elementary schools in the cities with Boards of Education and City Superintendents. Column 2 gives the number of teachers employed for the year closing June 30, 1911. Column 3 gives the average number of pupils enrolled per teacher in such cities and Column 4 gives the average cost per pupil in the elementary schools not including cost of buildings in such cities.

By JOB WOOD, Jr.,

Statistician Office of Superintendent of Public Instruction.

DR. CHARLES W. DECKER
SURGEON DENTIST
Rooms 308, 309, 310, Third Floor
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"A Trunk-Line in Education"

By A. J. Cloud,
Deputy Superintendent of Schools, San Francisco

A few months ago I read with great interest a magazine article that purported to tell the story of an interview fifty or sixty years ago between a young manufacturer from a town in Western New York and old Commodore Vanderbilt, the founder of the railroad dynasty that bears his name. It was the day of many short-line railroads, and the merchant-class was perplexed over the difficulties of transporting freight from point to point by reason of the short hauls, frequent changes from road to road during the hauls and attendant losses and delays. The young man in the story pointed out the way to the commodore to meet this unfavorable situation by consolidating the numerous small pieces into a colossal "trunk-line."

* * * * * *

The new view combines the two earlier conceptions, and in harmony with the "efficiency" note in education, fixes for us the boundaries of the work of the publicly supported high-school of today. Translated, it means that we are now committed to an education for the "masses" far different from that to which we were formerly devoted, that of education for a "literary class" only and for "fitting" for "college" only. It implies "vocational" education in the widest use of the term, and recognizes the demands of our industrial democracy that call for education of the large and increasing majority who "do not" go to college, as well as for the minority who "do go."

We may now inquire, just "what is" the relationship between University and High School? An inspection at once proves that in this State, as well as elsewhere, the subject-matter of high school curricula has, in the past ten or twenty years, been unified and regulated by university entrance requirements more than by any other active force. Many fierce assaults upon so-called "University domination" have been made, particularly in the East where "real" grievances in truth existed; but, in California, no just complaint of that character can now be made; and, furthermore, recognition of the fact is due that our State University has accomplished a monumental work in raising the standards of our high schools through its accrediting system, and has been the leader in the country at large in establishing most liberal entrance requirements, and in accrediting strictly on the basis of the "quality" of work attained. Principals and teachers may feel assured that the seal of University approval will be placed on "any serious" work faithfully and intelligently done.

Intimately bearing upon the high-school problem, likewise, is the appreciation of the age-status of the students. The high school graduate of today is as old as was the "college" graduate a century ago. The old-time college has been telescoped upon the high school, without anyone having quite realized it. Both boys and girls enter the high school as children, and graduate as young men and women, passing during the four years from a minimum of intellectual power to a capacity for work approaching closely to their maximum. They pass through in those years the period of most crucial physical change incident to early adolescence. Our educational system ought to make provision to meet adequately these conditions of body and mind. A consensus of opinion is by degrees being reached, that it is not the "content" of preparatory subjects in itself, but the "manner" in which the subjects are studied and the "thoroughness with which the work is done, that determine the output. This conception places less emphasis on the number and kind of subjects and more on the "quality" of intellectual work accomplished. "Time" and continuous effort are elements that render the values in terms of character. Almost any subject, if pursued long enough, will give power and culture. No subject can give either of these results if studied but for a short time.

* * * * * *

Our San Francisco high schools, established at a time when it was not possible to foresee the exact trend of high-school progress and improvement, were organized and have been continued, with very slight changes, as specialized or type-schools,—i. e. schools highly differentiated from one another along lines of dominant professional or industrial or commercial interest, as academic (Lowell, Mission and Girls'), technical (Polytechnic), and business (Commercial).

Such schools have in the past demanded that all intrants take a fixed course of study, given in that particular school and in no way related to the courses in other schools, a course of study designed to fit the child for one thing and "but one." Frankly confessing to have but one purpose, such a school built its course around the core supposedly best designed to serve its aim; the other high schools refused to recognize such results; transfers between schools entailed much difficulty of proper adjustment, and students found after-positions in life hard to get.

This kind of secondary school is to be distinguished from the newer form, known as the inclusive or composite high school, i. e., a school in which no single interest is permitted to dominate to the exclusion of others, but in which the greatest scope of subject-matter is introduced on the basis of majors and minors, or of groups about a variety of interests—academic "and" industrial "and" commercial.

Deduction from the earlier parts of this paper warrants the observation that modern educational thought is departing from the type-school idea and adopting the inclusive school model. It is held by way of animadversion on the type-school that it presents a rigid, inflexible curriculum from which the student "must" choose "willy-nilly," paying little or no heed to individual aptitudes and requiring all to fall into an educational lock-step; that it forces beginners to choose their careers before the time is ripe; and that it establishes a class-distinction or consciousness repugnant to the spirit of our industrial democracy. For, underlying the type-school is the effort to exalt one form of knowledge above all others, an effort to establish a mental aristocracy. We are a democracy. If our type-schools are to continue to emphasize distinctions due to what we study, or do not study, they will continue to develop in the impressionable child an attitude that will last through life and put him out of harmony with his nation and his time. It is held in favor of the "inclusive school"—that it is elastic and flexible, furnishing the utmost of latitude in choice of subject-matter and hence permitting the student to get what he wants; that it allows late transitions when the student has discovered his aptitudes; and that it weakens class-consciousness by combining book-knowledge with hand-knowledge.

To apply these considerations to our own situation, it is my opinion that the specialized high school idea should be departed from, as far as possible, in San Francisco; not only for the general reasons given above, but also for reasons peculiar to ourselves,—viz.: (1) Our experience shows that the great majority of those students that we "do" have in our high schools pick the one that they attend, not so much with reference to its special work, as with reference to its convenience in location to their homes; (2) Great numbers of children of high school age in our city stay out of high school altogether, either because none is conveniently located to them and carfare costs money, or because they cannot get what they want in the schools comparatively close at hand. The districts which have been most seriously affected injuriously by the type high school in San Francisco are the North Beach and Mission, where great numbers of the people are in straightened circumstances. On the other hand the west end is over-looked with high schools, being near at hand for people who are in comfortable circumstances. Let us at least try the experiment of giving the youth of the city "what they want" in the way of a secondary education and study the results. With three fine new buildings nearing completion, two others in contemplation, as well as an important addition to another, it would seem that we have a grand opportunity at this time, to bring our high schools, simultaneously with the rapid material advancement of our city, to the highest point of economic and social efficiency.

San Francisco needs "locational" inclusive high schools, and every change should look toward transforming our schools into those of the composite form. The principle involved in this scheme of reorganization should be: To keep in each of the present type schools, the dominant course of study in harmony with the type idea already found in it, but to introduce freely into "any" school "any" and all work of any other school, except in two cases, (a) Commercial; (b) Girls'. This would mean in the end the following inclusive high schools: Mission, Polytechnic, Lowell, Galileo (2

years), Burbank. This will (a) give broad sympathies; (b) prevent snobbery in education; (c) promote democracy in education.

Remembering the rather fixed type forms of our high schools, we should nevertheless introduce industrial work into all of them. Certain minor restrictions could be made, to prevent paralleling or duplication and needless expense where the demand for the given course is slight. Furthermore, these modifications must be sincere, must not merely "pretend" to meet a need, must not be for advertising purposes solely, or give "names" of courses without the substance.

* * * * * *

For the purposes of a four years' course, the general acceptation covers the range of "Six major branches of knowledge," in the words of Dr. Scott Thomas, grouped as follows:

(1) English
(2) Foreign languages:
  (a) Greek
  (b) Latin
  (c) French
  (d) German
  (e) Spanish
(3) Mathematics:
  (a) Beginning and Advanced Algebra
  (b) Plane and Solid Geometry
  (c) Trigonometry.
(4) History and Social Sciences:
  (a) Ancient, Mediaeval and Modern
  (b) Of England
  (c) United States
  (d) Civics
  (e) Economics.
(5) Physical and Biological Sciences:
  (a) Physics
  (b) Chemistry
  (c) Botany
  (d) Zoology
  (e) Physiography
  (f) Agriculture
  (g) Physiology
  (h) General Biology.
(6) Vocational and Industrial Studies:
  (a) Freehand and mechanical drawing
  (b) Manual training, woodworking, ironworking and mechanics (for boys)
  (c) Home economics and household arts (for girls)
  (d) Commercial subjects.

To these may be added the minors of
(1) Art subjects:
  (a) Freehand drawing
  (b) Music
  (c) Elocution, etc.
(2) Physical training.

These are the basic courses which all students of the subject believe should be found in a good secondary school of today.

* * * * * *

As the "trunk-line" takes care of the connection when one wishes to pass from road to road, permits passengers to get on and off at stations and even grants stop-over privileges, so at all points in the courses of study in a given school there should be gridgings, or transition places; making it possible for the student to change in accordance with his discovery of his bent. The work should be both "varied" and "continuous" as related to subjects "within" courses. This can be readily accomplished, for, as Chamberlain says, "The choice of the major will, in large measure, determine the other subjects to be taken."

Transfers from school to school should be facilitated so that no student need be put back when he makes a change of school. To accomplish this, have at least one course in each secondary school identical in every detail. The interests of our different schools should not in any way come into conflict; one will not be enriched to the improvement of the other. The experience of Los Angeles is conclusive on that point.

In conclusion, the trend everywhere is strongly toward the non-specialized high school. I have examined the courses of and successful plan in communities of all sizes and kinds. In California, such schools are in full operation, or are in course of study of possible two hundred high schools in all sections of the country, and have visited and inspected a great many, and find the inclusive school plan to be the dominant erection, or in contemplation, in Los Angeles—and nearly all the other Southern California cities—Fresno, Bakersfield, Sacramento, San Jose, Berkeley, and Oakland.

While this scheme for a composite high school system, with way-branches is comprehensive, yet it is not, I can assure you, altogether visionary. It can be worked out in practical form as has been demonstrated elsewhere. As to the high school features as such, and as related to San Francisco, a feasible plan of courses to fit these ideas has actually been formulated by one or two members of this department, and will soon, I believe, receive University sanction and endorsement. This, however, is neither the time nor place to produce such charts.

Our excursion on the "trunk-line" this morning may possibly have impressed up to a higher degree with the truth that the educational problem is exceedingly intricate, and that it is not to be solved without an educational policy of wide outlook, in which a knowledge of pedagogy as well as of economics is assumed, and in which courage and energy are as necessary as sympathy. The great questions of economics are so thoroughly involved in those of schooling that it is impossible to introduce educational reforms without corresponding changes in "all" the surrounding circumstances of life; and often the tangle of modern conditions of existence impedes and even stops the advance of the best-laid plans of the most earnest school-progressives.

Educational authorities—whether national, state, or local—work slowly. The school by its very structure responds very conservatively to pressure from the world about, and many years must elapse before these obstacles in the path of advancement are removed.

Yet, when we fully realize that one-half of the children of our country leave the "trunk-line" at the age of fourteen, an age at which we all know the average individual to be intellectually immature, we cannot but feel that "efficiency" demands in no uncertain terms further through-traffic and intermediate point arrangements by which the "higher" schools will be made more useful to all the people.

To School Trustees

Riverside, Cal., May 31, 1912.

To the School Trustees of Riverside Co.

Ladies and Gentlemen: At the meeting of the school trustees of Riverside County on May 10th, many helpful ideas were advanced; one of them being a plan whereby the smaller school districts might be able to purchase their school supplies as economically as the larger districts. The plan in brief is as follows:

A permanent organization, known as The Riverside County School Trustees' Association.

Officers: President, vice-president, secretary-treasurer. Officers, excepting president, shall be elected annually. The president shall be the County Superintendent of Schools. Officers for the ensuing year are: President, Raymond Cree; Vice-President, W. W. Ayers; Secretary-Treasurer, Mrs. Stella M. Atwood. These officers are to constitute a committee for the purchase of school supplies for the county.

Trustees of all school districts are requested, as soon after the receipt of this communication as possible, to call a meeting of their boards and make up on the blank forms herewith enclosed, a list of the school supplies which will be required by their schools the coming year. We suggest that where possible you call into consultation the principal or teacher of your school, as he or she would be able to give you valuable assistance in making up your list of supplies.

Make your order in duplicate, retain one copy for your reference and forward the other to Mrs. Stella M. Atwood, Riverside, California.

When all of these invoices have been received by the secretary, they will be compiled and bids asked for by the committee from various supply houses of the county for the year. The committee will accept the bid which from every standpoint proves to be the most economical. The invoices of the various districts will then be turned over to the supply house and the supplies will be made up in packages according to these invoices and shipped direct to the various schools.

The supply house will charge directly to the various districts, and you will send your remittance direct to the supply house; not to this committee.

This plan should result in a considerable saving of both time and money on your part, and will also result in better and more uniform supplies in the schools of the county.

Please observe the following instructions in ordering:

1st. Keep a copy of your order.

2nd. Give definite shipping instructions, whether by freight, or express, to whom, and where.

3rd. Send your order to Mrs. Stella M. Atwood, Riverside, California.

4th. Send no money to the committee, but pay direct to the supply house.

Yours for progress along all lines of school work.

MRS. STELLA M. ATWOOD,
for the Committee.

The San Francisco Schools

Extract From Paper of Alfred Roncovieri Read Before the San Francisco Teachers' Institute

It should be almost self-evident that the work of reconstruction since April 18, 1906, has absorbed a vast amount of energy, time and labor on the part of our school officials. The management of the schools of San Francisco during that period has been honest, intelligent and progressive; so much, at least, all must admit who have a true knowledge of the situation. In that time, over thirty of the finest school buildings in the world have been planned, erected and are now occupied. Several more are in process of construction, among them three splendid new high school buildings. Such results not only redound to the glory of our department as such, but have had the most beneficial influence upon the growth of our beloved city at large as she struggled to recover from her losses; for, in every section of San Francisco, the rise of homes has come close upon the settling of school sites and erecting of school houses, and the desolate places have been made inhabitable as if by the magic wand of the school.

And the person "behind the magic" is the teacher. The people of San Francisco are justly proud of the character and educational attainments of their teachers. Yet not all of our people know that the preparation required of those who desire to enter the schools of our State, is more complete than that demanded elsewhere. Writing on this very point an eminent authority, John Franklin Brown, Ph. D., in his work, "The Training of Teachers for Secondary Schools," says: "California stands far ahead of any other State in the requirements for high school teachers," and by way of proof of such assertion furnished the extracts from the Political Code of California, that prescribe the standards for the certification of such teachers. On page 290 of his work Dr. Brown continues, "In **State certification California leads the way!** Let us hope that other States will speedily follow this example." It is equally true that the qualifications fixed by California statutes for the certification of teachers in elementary grades are higher than in other States of the Union. From the mass of such specially prepared teachers, all of whom must first be graduates of a university, or a normal school, or have passed successfully examinations upon which a certificate to teach has been granted by competent authority, San Francisco has selected for the past ten years her teaching force through a civil service system, free for all, open and above-board. The present speaker, from the beginning to this very hour, has unswervingly and consistently supported the existing system and fought for its maintenance, and its strengthening and perpetuation. He, it was who, in 1904, after a trial of three years, introduced the resolution by which the civil service plan now in use became a fixed rule of the Board of Education. All measures to strengthen the system, and to place the evening schools inside the bulwarks, were adopted on his specific recommendation. In and out of season, he has preached the doctrine of inviolability of civil service, and has hammered with might and main—and anticipates that he will continue so to hammer until final success is assured—to bring home to the people of San Francisco a full realization that the provisions establishing and maintaining this competitive examination system must be written into the Charter, if future Boards are to be prevented from tampering with it, or from working its undoing.

The existing civil service system, even as recently amended, is not perfect; no human institution is. But that it is working well is evidenced by the fact that it has received commendation from eminent educators in California and other States, and has been adopted in various other cities. It has given the schools stronger timber and fresher blood. Under it, more than five hundred teachers have thus far been introduced into the department, entirely without the support of political, religious or social influences . Not a single one of them has secured a position otherwise than on merit alone. Nowhere else in the world today can be found a corps of teachers who are the possessors of that distinction; and, therefore, nowhere else can be found a corps of teachers who have attained such a high standard of equipment for their professional work. To be frank with one another, however, we must acknowledge that it is impossible that all teachers in a large system should be of equal ability. There are always variations in temperament. Where a teacher for any reason fails and cannot be helped, it is a work of charity to secure that teacher's retirement without the disgrace of a public trial and dismissal. This has been in many cases. While honest, conscientious and hard-working, some teachers are not endowed by the Creator with teaching ability. Some there will always be who, from lack of vigor and adaptation, fail to become efficient. They may have remarkable gifts in other directions, and often meet with marked success outside of the schoolroom. Such people should not be dismissed and openly disgraced for no fault of their own. It is far better to counsel with them, and secure their retirement to other fields of activity. In a similar manner, successful and earnest teachers may through sickness or sorrow fall into personal habits which make them less useful in the schoolroom. In such cases only the eye of Almighty God can discriminate between fault and misfortune. That judgment we must leave to Him. Our duty toward the children is accomplished when, without public disgrace, we secure the retirement of such teachers. The common dictates of humanity must approve my course in such cases.

It is also unhappily the case, in school work as well as everywhere else in life, that men and women grow old and lose the strength and activity, mentally and physically, of youth. Therefore, the situation inevitably arises from time to time, of disposing of the aged teacher whose usefulness, from a cold school point of view, has been outworn. That is a very difficult problem to deal with, especially by anyone who has a drop of red blood in his veins. While it is true that school officials owe their first duty to the child, yet only kindness and sympathy should be extended to those of the teaching body who have given their lives to school service without the power to save against a dependent old age, by reason of an insufficient wage. To meet such circumstances, the present speaker has consistently for many years advocated a decent pension system of at least $50 per month. The citizens of our Commonwealth are to blame, if they will not heed the cry of distress of aged teachers whom we all agree should be retired. In experience and in learning they are even better equipped than some of our younger teachers; but they have lost what is most valuable in the school room, activity. They are no longer an inspirational force. When the citizens refuse to heed the oft-repeated admonition that we need a few dollars for the retirement fund, they must blame themselves, and not the school officials, who as a unit refuse to throw on the chill charity of the world faithful servants, who have always been underpaid and therefore unable to save a competency against old age. The present pension is for the major part supported by the contributions of the teachers themselves. With an addition from city and county taxes of about $25,000 per annum, or a tax of less than a half-cent on each hundred dollars, we would be enabled to pay $50 per month to each annuitant, and could retire a few more.

* * *

Reduces Cost of State Text Books

Action Taken by Education Board Will Affect California School Children

Action was taken June 3 by the State Board of Education which will affect every school child in California, when a new schedule of prices was adopted for State series text books, each one of which will cost from two to thirteen cents less after July 1st, the beginning of the fiscal year, than they have during past years. State Superintendent Hyatt is to be congratulated on his long fight for an economical administration of the school text book fund.

The average reduction to the school children in the new prices of books is fifteen per cent, while the average reduction in the manufacturing cost of books brought about by scientific management in the State Printery is twenty-five per cent. The difference is made up by the arbitrary charges in royalties to the book publishing companies and postage on the books when sent to the retail dealers.

The new prices to the school children, which include the cost of manufacture, postage and royalties to the book companies, are to be as follows after July first:

	Old price.	New price.
Primer A	$0 28	$0 24
First Reader	25	22
Second Reader	30	25
Third Reader	45	33
Fourth Reader	50	38
Fifth Reader	50	38
Speller Book No. 1	24	22
Speller Book No. 2	24	22
First Book Arithmetic	33	30
Advanced Arithmetic	50	37
English Lessons 1	35	32
English Lessons 2	55	44
Introductory History	55	47
Brief History	80	71
Introductory Geography	64	56
Primer of Hygiene	30	28
Advanced Geography	95	87
Civics	60	48
Writing Books 1, 2, 3, 4, and 5	8	7

The Convention of the N. E. A. at Chicago

For the first time in twenty-five years the National Education Association will be the guest of the City of Chicago from the sixth to the twelfth of July. It is curious to compare this monster annual gathering with the humble beginnings of the society a half-century ago. Organized in 1857, the Association numbered only a few score, or at most a few hundred, until 1884, when the first great meeting was held in Madison, Wis. Under the energetic leadership of Thomas W. Bicknell, several thousand people were brought together in the little town and filled the hotels and private houses to overflowing. Probably more notable educators attended that convention than had ever come together in America before, and the Association dates its prosperity and wide influence from that year.

This year's meeting is the fiftieth, for two meetings were skipped during the Civil War and two meetings shortly after its close, and no meetings were held in 1878 and 1906. It is believed that the attendance will surpass the 35,000 mark set by Boston in 1903, for most of the teachers of the country live within a twenty-four hours' ride of Chicago. The program is of unusual interest, including as general topics: the American High School, the Public Schools and the Public Health, Rural Life and Rural Education, and the Social and Civic Center Movement in America. The headquarters of the convention will be at the Auditorium and Congress Hotels, and ample accommodations will be provided for all members. At the close of the convention the guests will have a choice of several hundred moderate-priced excursions to points of interest on the Lakes and in the West.

THE FIELD MUSEUM OF NATURAL HISTORY
The museum is at present housed in the former Fine Arts Building of the World's Columbian Exposition, located in the north end of beautiful Jackson Park. The building is soon to give way to a permanent structure to be erected expressly for the needs of the museum.

Chicago itself, the city of phenomenally swift development, is an object of never-failing interest to visitors. The grassy swamp drained by the "Che-cau-gou" river was seen by Marquette and Joliet in 1673, but it was not until 1803 that Fort Dearborn was built here on land ceded by the Indians. In 1830 the town was laid out and had a population of 100. In 1837 there were 4,170 inhabitants, and the first city charter was issued. In 1850 the city contained 29,963 people; in 1860, 109,206; in 1870, 306,605; in 1880, 491,516; in 1890, 1,098,576; in 1900, 1,698,575; in 1910, 2,185,283.

With such a growth, Chicago has had little opportunity for the ripening and refining processes that lend a charm to older cities, but in this very fact lies its unique interest for the visitor. He feels that he is in a malestrom of gigantic social forces and sees on every hand the evidences of huge, unregulated growth. Chicago presents, in fact, the impressive spectacle of a modern metropolis in the making.

Though almost lost to sight in the evidences of commercial activity, there are in Chicago a great number of cultural agencies which have reached already a high stage of development. Such are the Art Institute, with a collection surpassed by few in America; the Public Library, with 350,000 volumes; the Newberry Library, with 325,000 volumes; the John Crerar Library, with about 300,000 volumes; the Field Columbian Museum, for which a $5,000,000 building will soon be erected; and the University of Chicago.

HARPER MEMORIAL LIBRARY, UNIVERSITY OF CHICAGO

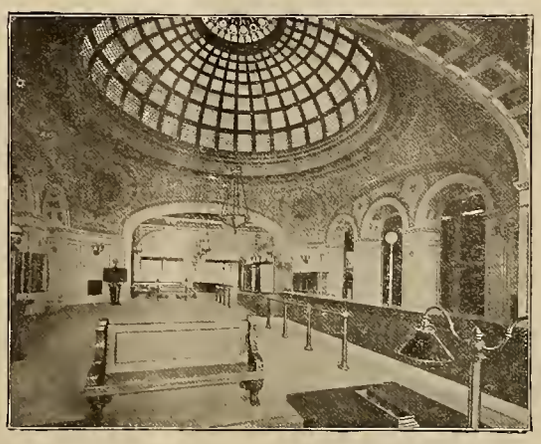
COBB LECTURE HALL, UNIVERSITY OF CHICAGO

The last named is of special interest to teachers and deserves a few words of comment. In rapidity of growth, the university has been true to Chicago traditions. It is the successor of an older institution of the same name, which closed its work in 1886.

The erection of buildings for the new university was begun November 26, 1891, and the doors were opened to students on October 1, 1892. During the year 1892-3, 698 students were admitted; in 1910-11 the enrollment was 6,466.

Besides the collegiate or undergraduate department, the university includes the Graduate School of Arts and Literature, the Ogden (Graduate) School of Science, the Law School, the Divinity School, the Rush Medical College (affiliated), and the School of Education. The campus is beautifully located on the Midway Plaisance, a strip of public park. Its thirty Gothic buildings of blue limestone form a harmonious group, which reaches a climax in the Harper Memorial Library. This great building has just been completed, and its noble facade, overlooking the smooth lawns of the Plaisance, speaks eloquently of the richer future of the huge industrial center of which it is an integral part.

THE RYERSON PHYSICAL LABORATORY, UNIVERSITY OF CHICAGO



THE CHICAGO PUBLIC LIBRARY—DELIVERY ROOM

Fresh Air for Schools

Paper Read by C. W. Greenman at County Trustees' Meeting Held at San Diego June 1, 1912

I am asked to describe our method of obtaining fresh air in our school. You will first wish to know who and what we are. Our school in the La Nura Heights school located about five miles east of the San Diego Normal School. Superintendent Hyatt this morning told us what a model country school should be. He even referred to our blank south wall as we take our light from the north. He evidently meant us all through his talk. We are his model country school only more so.

We have for several years furnished free text books and all supplies. Week before school opens in the fall our principal makes the round of the district and on the first day of school we have books and supplies on hand.

We have two teachers, one paid by special tax, and our school is open with proper classes for any child above four years of age. We do our voting, hold all our elections at the school house and without disturbing the school in any way, although scholars are in the election room in the same as other days. Our old desks are all screwed to individual runners and our new equipment is chairs and tables—all movable. In five minutes we can change our three-room school house in a hall 64x24 with a 20 foot stage. We have the best modern plumbing. We have a Hectograph and keep constantly in touch with our people by means of circular letters and announcements delivered by the pupils. Our school house is not only the Geographical and Educational center but is also the Social Center of the school district. It is used every Friday night by from 25 to 150 people, old and young. The whole family comes. They put the babies to sleep on a bench or chairs and you can't drive the people away before 11 o'clock closing hour. And I want to tell you that the educational effect of the social center in a country school on the young people, or the old for that matter, is worth more than a year's school. There are boys and girls in our district who three months ago were all hands and feet, who now apparently do not know they have them. They are at ease and we all know that ease in meeting and talking with people is a very valuable business asset.

A year ago we bought five acres of fresh air surrounded by 80 foot streets. And in building our new school we desired to get the full benefit of this fresh air. The trustees, together with our architect, Irving J. Gill of San Diego, gave the matter a great deal of thought and study and we are all of us thoroughly pleased with the result. We retained and moved our old building, 30x32, and added to it an open air room and a class room each 24x32.

Our present building thus consists of three rooms in a row with a library room and two cloak rooms at each end of the row. The middle of the three rooms is the open air study room, connected to each of the class rooms by folding doors nearly the entire width of the building. These doors carry black boards on each side. The floor of the old building is hard wood and eighteen inches higher than the other floors. This furnishes a stage when we wish and is very convenient. The other floors are cement, oiled and waxed the same as a hard-wood floor. The front and rear walls of the open air room are concrete, four and one-half feet high. Above these is a gas pipe and canvas construction. The canvas is the same as the U. S. Government uses for army tents, tan color, and diffuses a soft light very easy on the eyes. The main or visitors' entrance to the school is through the tent room—double screen doors at the front and rear. On either side of these doors are windows occupying most of the remaining space. The windows are copper netting and have canvas curtains inside which roll up or down at pleasure. The door curtains button on. The tent construction overhangs the wall to prevent rain beating in. We have electric lights and the tent room is an ideal place to dance on Friday nights.

Our teachers report all the advantages claimed for open air schools—no sickness, better deportment, better lessons, etc. Our building meets all possible requirements of a country school and is a model meeting place for any other purpose as well.

The tent, gas pipe and canvas—together with window netting and screen doors—cost about $350.

This does not include cement floor and walls.

The Western Journal of Education

HARR WAGNER, Managing Editor.

EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

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THE WESTERN JOURNAL OF EDUCATION

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Editorial

THE END OF WARFARE

Warfare is to be ended for all time, at least so far as the United States is concerned, and the standard of citizenship in this country is to be put on a higher plane than ever before, by a course of study in goodwill which is devised for the elementary schools throughout this country. Such, at least, is the hope of those who have formulated the course. A complete outline of the topics covered in this new school subject is contained in a Government publication just issued for free distribution by the United States Bureau of Education.

In the lower grades, according to the Bureau of Education's monograph, the child is trained in habits of forbearance, consideration, gentleness and self-control, while in the later grades emphasis is laid upon the principles of the world peace movement.

Thus in the first grade the child learns the treatment he should give his companions and pets. The second grade deals with home life; the third, with school and play time, while the fourth takes up the home town or city. In grade five the course broadens to include a consideration of the whole country; in the sixth, the child takes up good citizenship; in the seventh he studies the world family, and in the last he learns what the larger patriotism means.

In this way the child grows up in the understanding that the goodwill which he must show his friends and parents should also be extended to all the inhabitants of the earth. He begins by learning that he must be kind to animals and playmates because he is in constant relations with them; then he comes to understand that this nation should be at peace with all others, because all nations are independent; and this finally leads to the last topic in the whole long course—the united world.

The moral qualities essential to the world peace movement, such as faithfulness, generosity, gratitude, hospitality, fair play, honesty, and consideration for others, are emphasized. The practical operation of these qualities in the field of world politics is shown objectively by consideration of such questions as: How can we help our community? How can we serve our country? What have other nations given us? What are our obligations to them? What are the effects of war? What are the moral substitutes for war? Who have contributed most to civilization? And why?

* * *

BACK TO THE COUNTRY

"Back to the country" is the cry of the advocates of one of our sanest philanthropic movements. To free thousands of our best citizens from the unwholesome and harmful influences of crowded houses, poor light, and bad air, and to restore them to the open fields, a freedom from unnatural restraints, and the blessings of God's sunshine, are held to be objects worthy of the best efforts of the American people.

Realizing this fact, philanthropists have made an effort to find some means by which boys who live in the city may spend at least the day in the country, and at the same time have the advantages of an education in the best schools. Some people of means, those who can afford the money necessary for an experiment, have hit upon a plan which has solved the problem, it is believed, and that is the plan of founding "country day schools for city boys." And girls, too, are going to be included among those who share the benefits of this movement. These country day schools are described by Dr. William Starr Myers, Assistant Professor of History and Politics, Princeton University, in a publication just issued for free distribution by the United States Bureau of Education.

Up to fifteen years ago the only two possible things for the city family, if a healthy outdoor life was desired for the children, was to live at a country home six months of the year and each day send the children in town to school, or else break all home ties for a large part of the year by sending the boys and girls away to boarding school. A group of men and women of intelligence and enterprise in Baltimore had the vision of a better plan and the faith to act upon it, and the Gilman Country School for Boys, a new type of educational institution, is the result.

The educational history of the country, says the Bureau of Education's monograph, when viewed from the standpoint of this latest development, shows that as the cities gradually built up, the American boy's opportunities for healthful recreation gradually diminished. There were fewer vacant lots for young America to play upon, and in still later days even cable and electric cars were powerless to make continually accessible the open places necessary for exercise and fresh air. So much time was taken up in going to and from the "athletic fields," which the schools must now provide, that little chance was left for the good, long, hard play that is so necessary for the proper development of a healthy boy. The gymnasium was a new advantage, it is true, but at best it merely gave opportunity for exercise indoors or in bad weather, which was more like work than the healthful outdoor sports and games and had the added disadvantage of making exercise a business.

Thoughtful parents were beginning to see the necessity of finding some way to keep their boys off the streets, and perhaps away from the bad associates of the hours out of school, and the only way open to them was that afforded by the boarding schools springing up all over the country, many of them under church direction or influence. Thus, among the more favorably situated classes, to send the boys away to a large boarding school of this type became the established custom.

There is no question, according to the United States Bureau of Education's publication, that a large boarding school offers great educational advantages to those boys whose fathers can afford to pay for them. "But it has one serious drawback," says Dr. Myers. "It cuts off the boy from home when 12 or 15 years old, the very age of all others when he needs the influences centering around home and family, which are of greater importance than any other in the life of a normal, well-trained, healthy child. The influence of a teacher is tremendous, but at best it can only supplement and add to that of a conscientious father and tender mother." Realizing this difficulty, the country school was founded, and it bids fair to make on the educational history of our time a still greater mark than it has already made in the comparatively short time it has been in existence.

The whole movement began at Baltimore, Md., through the efforts of Mrs. Francis K. Carey, wife of a prominent attorney of that city. Prompted by the wish for a proper school for her own child without separating him from the influences of home, Mrs. Carey worked out the idea of an all-day country school for city boys, perhaps combined with a boarding school, which would furnish the routine of an entire day in the country with study and sports alike under the teachers' direction. She discussed the matter with Mrs. William Cabell Bruce, and finally enlisted the interest of Dr. Daniel Coit Gilman, the lamented president of John Hopkins University, who together with Francis K. Carey, William Cabell Bruce, and the late Hon. William A. Fisher were so convinced of the advantages and sound common sense of the idea that they felt themselves justified in making a definite attempt to establish such a school.

Twenty-seven of the leading citizens of Baltimore raised $12,000 with which to start the venture and from small beginnings the school grew rapidly, until today it is in possession of a finely equipped plant, situated on about 70 acres of ground some four miles from the center of the city. This school was established in 1897 and rapidly demonstrated its fitness to cope with the problem which brought it into being. In 1907, an even ten years later, another school of the same type was established for New York City boys by Frank S. Hackett, who, however, knew nothing of the Baltimore experiment. Since then similar schools have sprung up in Newton, Mass.; Bronxville, N. Y.; Buffalo, N. Y.; Kansas City, Mo.; Richmond, Va.; Columbus, Ohio; Minneapolis, Minn.; and Louisville, Ky. A sec-

ond country school has also been established near Baltimore.

With the mere establishment of these country schools for city boys, the effects of the movement, surprising as they have been, have by no means reached their limit. A change of attitude is noticed in many of the old boarding schools located near the cities. Their faculties are impressed by the wisdom and growth of the new idea, and feeling its influence, they are welcoming day pupils from the near-by cities. They are finding that the old fear that boarding and day pupils will not get along well together is groundless.

* * *

THE COMMONWEALTH CLUB

Mark Keppel was not given a square deal before the Commonwealth Club in the discussion of the teachers' amendment. For this reason, Dr. Burk was the first speaker, and he answered every possible argument that might be made in the interest of local adoptions and a State Board of Education appointed by the Governor. Dr. Burk was so adroit, so keen, so full of sparkling hits that when Keppel rose to reply he hurled at him the ugly word, "lie." Keppel has an incisive voice, is temperamentally rasping when speaking, and is usually on the right side of educational questions. However, when he assumed the leadership of the California Council of Education in behalf of local adoptions he got in wrong, and his speech failed to convince. The Call, Bulletin, Post, Chronicle and Examiner sizzled in editorials and reports on the meeting. The Shanahan amendment has the strong support of a large majority of the people of California.

* * *

Selden C. Smith, one of the stockholders, and Pacific Coast manager of Ginn & Co., the text book publishers, was asked to speak at the Commonwealth Club dinner on the publishers' point of view on the amendments. Mr. Smith is a philosopher, and made a sane, sensible, business speech. He won the applause of both sides of the house when he said: "I favor the Shanahan amendment for business reasons, but as a citizen I favor the one proposed by the teachers"

* * *

The most attractive dress for graduation is inexpensive. The slow amendment of time is bringing about reform advocated by the people who believe in the simple life.

* * *

"The Journal" has been published every month in the year for the past seventeen years and there will be no exception this year. The July and August issues will be published at the regular time.

* * *

President Benjamin Ide Wheeler boosted for Roosevelt; Nicholas Murray Butler boosted for Taft. Too much learning is very dangerous in practical politics.

Dr. Irwin Shepard, secretary of the N. E. A., is sending out literature reflecting upon the active members of the N. E. A. at its meeting in San Francisco. The trouble with the secretary of the N. E. A. is that he has been allied with the standpatters so many years that he can not see an insurgent movement when it is full upon him, and it is only by the courtesy of those who do not wish to see the N. E. A. controlled by the agents of the American Book Company that he continues to hold a position.

* * *

Alice L. Park, 611 Gilman St., Palo Alto, Cal., has written a splendid law leaflet on women who are interested in public service. We published a note in the May number that it would be sent free. We wish to correct this notice. It will be sent free if you send her two cents to pay postage on the same.

* * *

Baroness von Suppner will deliver a Fourth of July oration in San Francisco on the subject of peace. The Baroness is an eloquent speaker and presents the subject of peace in a rational manner.

* * *

A question of political "skulduggery"! (The word is borrowed from our friendly contemporary.) Duncan Mackinnon, at the public meeting on the text book amendment at San Diego, was reprimanded by a teacher in the schools for using pupils and janitors to circulate a political petition. We did not think Superintendent Mackinnon would use children to circulate petitions for local adoption of text books.

* * *

The Sierra Educational News objects to a subsidy, that it lost honor and prestige in trying to get, on the basis that it would make "The Journal" provincial. It declares that there will be no "neck in the halter" policy. Subsidy or no subsidy, the editor

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JESSIE COOLEY.

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declared he will not be coerced. That the man with an axe to grind can not enter the sanctum of the News. It says all this, then Chamberlain loses his case by devoting the entire magazine to provincial news and editorials on purely local subjects. It is true that his neck may not be in a halter and it is true there may be no strings on him, but his editorial policy shows that he is hamstrung and that Leroy Armstrong puts the hobbles on him before doing it. Sorry for you, Mr. Chamberlain, but you can not be just, generous, helpful and honest and carry out the policies inaugurated by Fred T. Moore, Leroy Armstrong, Dr. A. F. Lange and Morris Dailey.

* * *

Should teachers be required to live within the limits of a school district? NO. The salaries are paid partly by the State, and no city can prosper with a fence around it. Swing wide the gates and avoid provincialism.

* * *

The Polytechnic high school of San Francisco, under the direction of James Ferguson, has made an innovation in limiting the cost of graduating dresses to $7.50 per each graduate.

* * *

San Mateo has taken the lead in inaugurating a new and practical method of establishing out-door schools. About one hundred boys from the Homestead school have located on a ranch near Sebastopol. They are paid to pick berries, but at certain hours they are in school doing the work outlined by the Course of Study. By this combination the children get plenty of out-door exercise, a little spending money, experience in actual gardening and at the same time keep up with their studies. Miss Anna T. Haley is the principal; the assistant teachers are Miss Curley and Miss Parsons.

* * *

The Sierra Educational News writes in the June issue on what it calls "Some Constructive Criticism." It makes a vicious attack on the Shanahan amendment and lines up with Leroy Armstrong and the American Book Company in support of the local adoption, as advocated by Armstrong in the November issue of the News. The Teachers' Journal shows poor judgment, bad policy and a lack of good sense in not making the discovery that the teachers' amendment in providing for local adoptions has become a dead issue. 60 per cent of the newspapers of the State are opposed to local adoptions, and at least ninety-five per cent of the teachers of the State, including Superintendent Hyatt, Dr. Burk, Governor Johnson and the entire progressive administration are against it.

"The one feature of the teachers' amendment that makes it a great educational measure is the provision for local adoption." This statement on the part of the editor certainly is positive proof that his angle on educational measures is wrong. No one, not even the advocates of local adoptions considers that "it is a great educational measure." It is not an educational measure at all, it is a commercial measure. Mr. Chamberlain objects to catch phrases. He, however, is the one that used the word "skulduggery" in reference to the Legislature. This journal is willing to trust the Legislature of California. We do this with the full knowledge of all the legislation that has been passed for the benefit of the schools since 1879. No matter what combination, the members of the Assembly or the Senate may have entered into for political or financial ends, it has always been liberal, just and generous to the University of California and to the public schools. The Legislature is the law-making power of the State and we would rather trust the Legislature to frame the laws, constitute the State Board of Education, than to have Dr. Lange or some committee of the California Council submit the names to a Governor elected by partisan politics.

The admission that the present Board of Education is preferable to one created by the Legislature is a fearful admission when you consider the majority of the present State Board of Education, and its aims and purposes the past three years.

* * *

The Blue Bulletin for May strikes high noon in official bulletins. It has vitality, sound sense, and hits the opponents of the Shanahan amendment a solar plexus blow.

City School Garden Problems

By Louisa McDermott

Miss Jane Addams, of Hull House, says in one of her books, "I am inclined to think that some of our stumbling blocks are new opportunities to which we are not yet adjusted." It may be even so with the problems of the school garden in our city schools. They seem to be handicaps. They may turn out to be assets.

First of all there is the problem of water. In a normal year we have all our rainfall in the winter and there is the long dry summer to be taken into account. If we have plenty of water for irrigation, and are not concerned about the cost, we are alright until school closes.

Then the problem looms up very large. The plants are accustomed to irrigation and are in no condition to face a long period of drought. They are not adjusted to it. The janitor may be required to water the plants about the school house, but it is quite unreasonable to expect that he will water a large school garden. For this vacation problem, I see no immediate nor adequate solution. Something can be done in the method of watering the garden. The garden should be accustomed to longer periods between irrigation towards the last of the year. In any case, a garden should not be watered frequently. It is much better to give it a thorough soaking once a week or once in two weeks, than to give it a surface wetting every few days.

Frequent watering induces a system of surface rooting and that is just exactly what we should try to avoid. We want the plants to strike their roots deeply into the soil and draw up the moisture from below. It is for this that we practice deep and thorough preparation of the seed bed. A surface mulch of well rotted manure and straw would help conserve the moisture. If the manure is well rotted there is no trouble about breeding flies.

In the not very distant future this problem will find another and a more complete solution. We may confidently look for-

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ward to the time when the school garden will be considered an essential part of the school equipment. It is so considered in France at the present time. Then there will be some adequate provision for the care of all school gardens—during vacation, if vacations still exist.

It may be that vacations, as we know them now, shall be eliminated before that time comes. The best authorities on school administration in the United States say that ultimately we shall have a continuous school year. The vacation school is a preliminary stage. We are getting ready for the continuous school year.

The school year will probably be divided into four terms. Three terms shall constitute a school year for teachers and pupils. But however the detailed plan might be worked out it is certain that there would be no vacation time that included all the teachers and all the pupils. We could not have the vacation problem for the school garden under these conditions.

We might very well expect that California would be among the first to achieve the continuous school year. The benefits to all parties concerned are so obvious. The climate, the agricultural industries and the labor problem all demand the continuous school year. We shall get it ultimately of course, but whether we lead or whether we follow will depend quite as much on the character of our educational leadership as on the obvious benefits to be gained.

But there is another way to solve the water problem and that is by having no irrigation at all. We can thus make an asset of our handicap. For the present, school gardens in this city will be largely a matter of making use of the vacant lots near the schools.

These lots may be fenced in at a merely nominal cost. The materials furnished by the school board and the work done by the pupils. When the owner calls for the use of his lot it is a comparatively simple thing to remove the fence. We can hardly expect that good business men would put in an irrigation system on vacant lots.

But we can have good vegetable gardens without any water at all. This increases the educative value of the school garden a hundred fold. If we can raise vegetables and flowers in San Francisco without the aid of irrigation we can have "The City Beautiful." We can afford to have it. I know we can raise good vegetables and lots of them without irrigation. We have done it. I am sure that we can have flowers too but we haven't accomplished that yet.

Our school garden at the Glen Park School is the case in point. The school board furnished the materials for the fence and we furnished the labor. I asked for water but I didn't get it. I disliked the limitation at first. Now it rather appeals to me. I intend to use that garden to prove my theories.

We have a very good vegetable garden this year. The season has been favorable but then we were late in getting the garden started. The flowers are doing well but I dare say we shall not get much bloom. We didn't get them in soon enough, and in addition to this, I did not have the time to select drought resistant flowers. Another year I shall be careful to correct these defects. I do not doubt that we shall be able to get a good variety and a fair quantity of bloom in our dry farm garden.

I preach the gospel of dry farming in the school rooms and we practice it together in the school gardens. I say to the class and I repeat it very often: "Give a deep thorough cultivation to the soil. Enrich it thoroughly. A soil with plenty of humus in it holds the moisture better and can hold more of it. Then keep the surface stirred to prevent the moisture from passing out into the air. We have water enough in the soil to raise good vegetables if we can only keep it there for the use of the plants."

There is a great mental satisfaction in working out these problems. There are drought resistant plants, flowers, vines and shrubs that we might well make use of. There is our abundant rainfall in winter and our growing season almost the year round and then there are our brains. Most of us have more gray matter than we are using.

Well, there are many other school garden problems but the length of this paper forbids their discussion here. The next time we shall deal with the problem of transplanting and if space permits touch on some other problems.

* * *

SCHOOL ROOM BLACKBOARDS

By Charles W. Cummings

In planning the construction of the modern school building no single feature entering into the interior finish is so important as that of blackboards.

Granting that other materials entering into the construction are efficient for strength and finish the "blackboard problem" is ever with the architect until experience has proven to him the most satisfactory material to include in his specifications.

The constant and severe use to which the blackboard is put in the school room necessitates a material of good wearing qualities, one which will not become "slick" and "shiny," which will take chalk readily and erase easily, leaving the board clean and fresh looking.

Genuine stone slate has been considered by many architects as the most suitable and lasting material for blackboards. The writer does not agree with this view. The surface of slate is not dead black so that writing on it is not so easily visible as on composition boards. The surface is more or less porous, the pores fill with chalk dust, presenting a dirty-grey or "dead" appearance, besides producing more chalk dust. Even if washed frequently, to the detriment of surrounding mouldings and finish, the original blue-black lustre cannot be maintained. Slate cannot be successfully mined and shipped in slabs longer than five or six feet, thus necessitating frequent unsightly joints. No matter how carefully the boards are set there is almost certain to be some warpage, thus throwing the edges out of true alignment.

Slate has the additional disadvantages of "noisiness" and a hard surface is never pleasant to write upon; most of us who attended school some years ago remember the clammy disagreeableness of the common desk slate, which has been practically discarded forever.

Where slate is insisted upon by the owner, however, the specifications should call for the best grade of hand-shaved Pennsylvania natural slate, uniformly three-eighths of an inch thick, of as long lengths as possible, perfect in color and finish and free from knots, curl, cross grain, veins, clay holes, scale or other defects; face to be gutted and pumiced to a smooth and high polished surface. Slate should be set only by experienced mechanics, the entire back of boards imbedded in cement mortar, joints cemented and scraped, flush surface, and made as nearly invisible as possible; top and bottom of boards should be brought to a straight edge.

Genuine slate of the best quality and properly set is expensive, hence the effort made by many manufacturers to produce a satisfactory material at a medium price which has the proper writing and erasing qualities, as well as durability. A few excellent blackboard materials have been evolved, one of which is termed "artificial slate." This is composed of a plaster substance, containing the right amount of "grit" such as ground emery, powdered slate and steel filings to catch the crayon and still not prevent its being erased cleanly. This material is applied directly to the hard wall plaster, which should consist of two coats of Empire, Reno, Ardin, or any good hard plaster of similar grade, and should be on 28A. gauge herringbone expanded steel lath or 24 gauge Diamond Mesh. This blackboard should be applied over metal lath only as wood lath has a tendency

to swelling and shrinkage which may affect the surface of the board.

The success of "Artificial Slate" depends upon its proper installation, and specifications should therefore provide that it be installed only by the manufacturers or their accredited representatives, and should be guaranteed by them against faulty workmanship and material. Experience has proven that when properly installed it makes an excellent blackboard at a cost of about thirty-five per cent cheaper than stone slate.

The best and most satisfactory of the composition blackboards is a product of wood pulp called "Hyloplate." It is made in long slabs about one-quarter of an inch thick, thoroughly dried to prevent warping, and provided with a blackboard surface applied by machinery of a composition known only to the manufacturers. Its surface seems to take the chalk readily and erase easily and if chalk of the proper grade is used the surface of the board will wear a great many years, after which it is possible to renew the surface with slating and add many more years to its life. When put up by the manufacturers it is customary for them to guarantee it for a period of ten years; there are many instances, however, where it has been in constant use for from fifteen to twenty years.

The only proper method to put up Hyloplate Blackboard in a first-class building is to provide in the specifications that it be installed only by the manufacturers, and glued to a wood backing, which should be seven-eighths inch pine, thoroughly kiln-dried, V and Center V or T and G, nailed on studding. In case of outside brick walls, furring strips should be inserted at top and bottom lines of blackboard to which the wood backing may be nailed, leaving an air space of one-half inch between brick and wood on account of the danger of absorption of moisture from the brick walls. On concrete walls the same furring strips should be inserted in the concrete and if vertical strips two inches wide and surfaced are also placed flush in the wall on twelve inch centers it will be possible to dispense with the solid wood backing.

Hyloplate is made in both black and green color; the latter is popular as a change from the funeral dead black and the fact that it lends itself more readily to the scheme of decoration in a school room and improves the general appearance of the walls. Hyloplate seems to be moderate in price, being about one-third less than stone slate, and in most cases it has given good satisfaction to the users.—Selection from May Number, 1912, of the Architect and Engineer.

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Western School Notes

The San Francisco teachers' institute was held on Monday, Tuesday and Wednesday, May 27th, 28th and 29th, in the Alcazar Theatre. There were many fine features. The program was of unusual interest. The musical program was of a high order of merit. The teachers of San Francisco pronounced it the best institute they ever attended.

* * *

Prof. Henry L. Southwick of Boston, Mass., delivered the address to the graduates of the Fresno high school, June 7th.

* * *

The next meeting of the California Teachers' Association, Bay Section, will be held in San Francisco the last of December.

* * *

C. L. Biedenbach has been elected principal of the Berkeley high school, vice G. N. Brink, resigned.

* * *

After 42 years' service as a teacher in the schools of Sacramento city, Miss Anna C. Weeks, principal of the Watson grammar school, has sent in her resignation to the Board of Education. Miss Weeks had served as an instructor in the schools for 25 years, when she was appointed as principal of the Watson grammar school. Failing health is the cause of her retirement.

* * *

Gilbert N. Blink has resigned the principalship of the Berkeley high school, and accepted an important position with Reid's school at Belmont. It is stated that he is to receive a salary of $4000 per year and an interest in the business.

* * *

Frank J. Browne has been re-elected principal of the Boulder Creek high school.

* * *

John S. Denton of Azusa has been elected principal of the Napa high school, vice Glenn L. Allen.

* * *

Roy D. Ely, principal of the Pasadena high school for ten years, was dismissed at a recent meeting of the Board. The dismissal was due to a lack of harmony between the principal and vice-principal.

* * *

Glenn Allen, formerly of Napa, has been elected principal of the San Rafael high school.

* * *

The San Francisco State normal school, Dr. Frederic Burk, president, graduated 85 pupils on June 7th.

* * *

C. I. Fox has been elected principal of the Antioch school.

* * *

The people of Haywards, Cal., have been holding mass meetings on school affairs. The question involved is largely one of discipline. Prof. Maybray is a strict disciplinarian.

* * *

The San Jose State normal school celebrated a jubilee year June 17th to 23rd. The alumni reception was the greatest in its history, and the State normal is proud of its record. It has had such men as Norton, Childs, Allen and Randall at its head.

* * *

Mark Keppel is making a strong fight against the repeal of the law in reference to poll tax

The Board of Education of San Francisco held a competitive examination for teachers' position in June. The examinations were unusually severe.

* * *

A number of high schools of Los Angeles have established a bureau of employment for pupils during vacation. An excellent idea.

* * *

James Ferguson, principal of the Polytechnic high school has been called to Chicago to aid the insurgents in the reorganization of the N. E. A.

* * *

Ira W. Howerth of Chicago University has been appointed professor of education and director of university extension at the University of California. The professorship in music has been filled by the appointment of Charles L. Steeger, a musician of prominence.

* * *

Miss Katherine M. Ball, Supervisor of Art Instruction in the San Francisco schools, delivered a most interesting address at the annual meeting of the Eastern Art and Manual Training Teachers' Association which was held in Baltimore May 14 to 16.

* * *

Dr. Richard Gause Boone, of the University of California, spoke to the members of To Kalon Club June 4 on "The Constructive Habit of Schooling." In the course of his address Dr. Boone referred to the present age as "Madonna age," because we are attaching so much importance to the "child on his own account."

Dr. Boone took occasion to say some complimentary things "about the growing interest in education which is apparent in all women's club and organizations."

"The time has gone by," said the speaker, "when any woman's club or man's club, either, can afford to disregard education."

Dr. Boone spoke of the inadequacy of the "traditional high school to meet the needs of a great many boys and girls. There are many young people in the high schools who have no business there because of their inability to interpret printed pages—to get any meaning out of the book learning which is provided.

"These same boys and girls can do good work in other lines—they can learn from other sources than books. By doing so they acquire education.

"Next to the introduction of Christianity into the history of the world, the greatest step forward in man's achievement is his domestication of wild animals. From domesticating animals man himself became domestic. He developed the traits which make the strongest and best characters today."

The State Board of Education has adopted "Guide Books to English," published by Silver, Burdett & Co. These books have been carefully revised, and will be a great improvement over the books now in use in the schools of California published by the American Book Co.

* * *

Chas. F. Neese, a well known school teacher of the Sacramento Valley, committeed suicide on June 4th at Chico. Marital troubles the cause.

* * *

Miss Blanche Weil and Miss Erma Weil will conduct classes in the Montessori system for the University of California summer session in Casa de Bandini.

* * *

D. C. Heath & Co., publishers, Boston, have in press for immediate issue, Hebbel's "Agnes Bernauer," with scholarly introduction and notes by Professor M. B. Evans of the Ohio State University.

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Book Notes

"Primary Manual Work." A suggestion outlined for a year's course in the first and second grades by Mary D. Ledyard and Bertha Breckenfield of Los Angeles, Cal., with drawings by Mrs. Lucy Savage Wilson and cover design by May Gearhart. The publishers are Milton Bradley Co., Springfield, Mass., and 575 Market street, San Francisco, Cal. Price, $1.20.

This is certainly a comprehensive and useful book on primary manual work. It contains more than 100 large pages, well illustrated and printed. Dr. E. C. Moore writes a splendid endorsement of the book in an introduction. The authors tell him how the work was tested by actual experience in the schoolroom. The book has real educational value and will be a great help to primary teachers.

* * *

"King's Inside Finishing." By Charles A. King, Director of Manual Training Eastern High School, Bay City, Mich. 237 pages, with cuts and diagrams. Price, 80 cents. American Book Company, New York.

This volume deals with problems which are connected with making the shell of the house habitable. The methods of floor laying, finishing, hand railing, and of manipulating the material to accomplish the various forms of difficult crooked work, have stood the tests of many trials, and the chapters upon estimating, builder's data, and of suggestions to the young contractor will be of value to the student who expects to enter the building trades.

* * *

"First Year Algebra." By Webster Wells and Walter W. Hart. Cloth. 340 pages. Introduction price, 90 cents. D. C. Heath & Co., publishers.

The authors of this book have exceptional qualifications. Professor Wells, beside serving for years as professor of mathematics in the leading technical school in the East, is the author of a widely known and popular series of text books. Professor Hart, after a successful career in the Shortridge High School of Indianapolis, was called to the University of Wisconsin where he has charge of the course for training teachers of mathematcs.

A comparison of this book with the algebras in general use ten years ago reveals the progress that has been made in mathecatical teaching in the direction of enlarging its practical interest and presenting its principles in the manner most easily grasped. The First Year Algebra in scope, grading, and content is adapted to the requirements of present first year high school classes. It embodies new ideas of grouping and development that have proved successful wherever tried.

* * *

CALIFORNIA FOR 1915

The National Education Association will meet in Chicago on July 6th. Headquarters have been engaged at the Congress Hotel, where the Californians will keep open house.

The California delegation includes representatives from thirty counties and sixty-five cities and towns. Among those who will attend the convention are the following:

Dr. David Starr Jordan, president Stanford University; Mark Keppel, County Superintendent of Schools, Los Angeles; Miss Mamie V. Lehner, County Superintendent of Schools, Santa Barbara; Superintendent A. M. Armstrong, Vallejo; F. S. Rosseter, principal Fremont high school, Oakland; W. S. Wright, County Superintendent of Schools, San Luis Obispo; Superintendent L. O. Fox, Santa Maria; W. P. Cramise, County Superintendent of Schools, Marysville; W. J. Connell, principal high school, Livermore; Superintendent E. L. Mitchell, Lompoc; T. O. Crawford, Oaklanad; Professor C. A. Stebbins, University of California; A. H. Chamberlain, editor Sierra News; R. D. Wheeler, Oakland; W. P. Marten, principal high school, Lompoc; Ex-Superintendent F. F. Bunker, Berkeley; A. H. Thompson, Napa; W. H. Muma, San Luis Obispo; Professor C. T. Wright, University of California; B. F. Allison, Oakland; Superintendent J. C. Templeton, Palo Alto; Miss Ednah A. Rich, president State normal school, Santa Barbara; D. T. Baleman, County Superintendent of Schools, San Jose; Professor A. B. Clark, Stanford University; Jas. A. Barr, secretary California Teachers' Association, Oakland.

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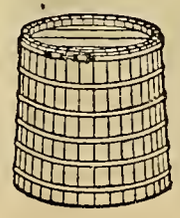

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Contra Costa	Sutter
Kern	Lassen
Santa Cruz	Plumas
San Mateo	Del Norte
Mendocino	Trinity
Monterey	Mono
San Luis Obispo	

CITIES AND TOWNS
(Population Census 1910)

San Diego	39,578	Watsonville	4,446
Pasadena	30,291	San Mateo	4,384
San Jose	28,946	Santa Clara	4,348
Fresno	24,892	Ontario	4,274
Alameda	23,383	Coalinga	4,199
Stockton	23,252	Colton	3,980
Long Beach	17,809	Oroville	3,859
Riverside	15,212	Chico	3,750
Bakersfield	12,727	Salinas	3,736
Eureka	11,845	Redding	3,572
Santa Cruz	11,146	Corona	3,540
Redlands	10,449	Ventura	2,945
Pomona	10,207	Orange	2,920
Santa Monica	7,847	Tulare	2,758
Santa Rosa	7,817	Glendale	2,746
Richmond	6,802	Hayward	2,746
Petaluma	5,880	Lodi	2,697
Napa	5,791	Porterville	2,696
Marysville	5,430	Anaheim	2,628
San Luis Obispo	5,157	Auburn	2,376
Alhambra	5,021	Madera	2,404
Monterey	4,923	Black Diamond	2,372
Hanford	4,829	Los Gatos	2,232
South Pasadena	4,649	Santa Paula	2,216
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Whittier	4,550	Paso Robles	1,441
Palo Alto	4,486		

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THE

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, San Francisco, Cal., Secretary.

Vacation Number

It is appropriate to the season to make this a vacation number, since everybody in the school world is now taking a vacation. I have just returned from a two weeks' outing in Northern California, a trip that extended my own ideas of our wonderful State and that may be of interest to the people who read this column. It is my first vacation in a long time, and the occasion of it was a visit from my brother, who had taken a lay-off after thirty years spent in guiding the destinies of a great steel-works in the effete East. It was necessary that he should be properly impressed by the breezy possibilities of the boundless West, and that he should have some strange tales to take back to the scenes of our childhood. He got them.

* * *

The Route

We went on the train to Red Bluff, the county seat of Tehama County. There we got a pack-train of six burros that belonged to an accommodating fellow who had once been one of my school boys. We packed five animals with bedding and supplies for our eight people and had the sixth saddled for the use of him who was most foot sore. We struck out for the Sierra Nevada Mountains in a northeasterly direction toward Mt. Lassen and kept going until we had climbed into the snowy slopes of that lofty peak, second only to Shasta in the north; and then we returned by a parallel route to the place of beginning aforesaid. We traveled perhaps a couple of hundred miles, through wild and picturesque country. At one time we journeyed for ten consecutive days without seeing a single human being other than the members of our own party. We were far from the maddening throng, sure enough. There are places yet in California where you can get your breath.

* * *

The Lassen Trail

It was a hot and dusty tramp across the level floor of the Sacramento Valley from Red Bluff to the foothills. The river at Red Bluff is clear and beautiful, and shaded by oaks, willows and cottonwoods. Great salmon can be seen in its sparkling water, going over the riffles to spawn. The town is the head of navigation in the river, and was named from a big, reddish bluff that sticks out as a landmark. Only an occasional boat gets that far up, however, in this age of railroads, and that only in high water.

The foothills that rim the great valley in all this part of California are composed of lava—great level fields of black and brown and red lava hundreds of feet in thickness. These lava beds, with their table-like outlines, their perpendicular cliffs, their steep and jagged fragments, give a characteristic aspect to the scenery of all this part of the State. Once seen, it is easily recognized anywhere. All routes leading over it have a hard road to travel. The sharp, angular stones, the steep pitches, the lack of soil for a roadway, the rough, rocky foundation all conspire to make a bad twenty miles between the great valley and the great mountains.

The route we chose was the Lassen Trail, a rough footpath leading up the back bone of a long ridge that reaches to Mt. Lassen. This has been known from time immemorial and from time immemorial has been used by the cattle men and sheep men to take their flocks to and from the mountains. This trail was first used by Peter Lassen, an early pioneer of the 50's, who was killed by the Indians. Mt. Lassen, of course, was named for him.

* * *

First Day on Trail

The first day on the trail was a tough experience. Being on the top of the lava ridge, there was no water and no shade. Up, up, up, it led, over rocks, rocks, rocks. The sun glared fiercely. The water in the canteens grew low. Blisters grew on tender feet. At noon we were out of water and made a dry camp under the scant shade of a digger pine tree. A can of tomatoes and a can of peaches assauged our thirst somewhat, but we could appreciate better than ever before the fate of those who were lost on the desert. The boy of the party added the last straw by remarking lugubriously: "It's an awful bad sign when you get to scratching in the sand with your fingers."

Afternoon, the animals traveled faster than the foot passengers and forged ahead. At last, toward evening they found water, a tepid pool that had been trampled by sheep; and the boy walked back a mile or two to the rear guard with words of cheer and a canteen of warm water. We were through the lava and into the forest. The yellow pines were at hand.

* * *

Rest and Relief

In an hour's time we were deep in the forest and turned off the Lassen Trail half a mile to the left, when presto, change! Our pains were forgotten. Our spirits bounded in joy. It was good to be alive.

For there was an open space in the silent wild wood, shaded by huge trees, giant pines and spreading oaks. Tender grasses covered the ground, with delicate flowers and graceful ferns peeping out. A deserted cabin of shakes stood on a bluff; and best of all, a great spring of clear water welled out of the hill side, ice cold! Why, it seemed like heaven. Nothing like it. The heat and the toil and the thirst were necessary in order to properly appreciate the joy of this sylvan camp.

* * *

Pines of the Sierras

The vegetable and animal life of the Sierras is divided into four zones by the

---

DECLARATION OF PRINCIPLES OF THE N. E. A., CHICAGO, JULY 10, 1912

Woman's suffrage, "because women teachers realize the responsibility of training youth for citizenship."

Promotion of international peace.

Investigation of teachers' salaries throughout the country, with reference to the high cost of living.

Uniform federal laws for marriage and divorce.

Promotion of plans for a national university.

Extension by congress of plans for training in agriculture, domestic economy and other industrial work.

Greater attention in the public schools to health of pupils.

Extension by congress of the work of the national bureau of education, so as "to embody a group of competent men and women to study thoroughly the problem of rural education, city school administration, vocational education, sanitation and hygiene and higher education, including the training of teachers."

That school play grounds provide at least one square rod for each pupil.

scientists, which can be seen very distinctly as one passes through them in going upward. We were now in the belt of the Yellow Pines.

The lowest zone or belt is less than 2000 feet and is characterized by the Sabine Pine or Digger Pine, a light colored, thin foliaged tree adapted to the lower altitudes and the greater heat. It is called the Upper Sonoran Zone.

Then comes the zone of the Yellow Pines —big, heavy trees, with yellow bark divided into distinct plates. Cedars and firs also come in. Next comes the Upper Coniferous or Canadian Zone. In this the silver pine and the lodge pale pine are found.

Highest of all is the Boreal Zone, which is not characterized by any trees at all, for it only includes the rocky solitudes above the timber line.

* * *

A Friend in Need

By the way, we carried along with us Professor Harvey Hall's little book, the Yosemite Flora, and it was so helpful, so useful, so comforting that I must mention it again. It enabled us to identify and learn about not only all the trees but practically all the other plants that we met. Although we were three or four hundred miles away from Yosemite we never found more than three or four plants, shrubs or trees that were not included in the book. When I first saw Mr. Hall he was teaching a little rural school at $65 per month—and all his pupils were ranging the hills in love with plants! He is now an authority in the State University, but he writes so clearly, so interestingly that even little children can understand him. Everyone who lives among or travels in the Sierras wants to know about the trees and bushes and flowers that cover their thousand hills.

* * *

Along the Stream

Leaving the joyful wild wood camp next morning we plunged down from the Lassen Trail on the ridge to the banks of Mill Creek, a turbulent, powerful, dashing stream tributary to the Sacramento. Up its course we traveled for many miles and many days until we finally came out into the lofty mountain meadows that give it birth. We fished and camped and botanized and tramped to our hearts content. One day a big mountain lion bounded across the path only twenty feet away from two lagging members of the party. A bear track appeared on the trail one morning. We found a rattle snake with seven rattles at daybreak where he had spent the night only two feet from the pillow of the effete easterner. A noble buck with branching horns stood proudly forth in the middle of a green meadow as we approached—gazed at us, leaped a bog of thirty feet and melted away in the shades of the forest. Centipedes and scorpions appeared on the rotten logs that went into our camp fires.

Don't you think all this was sufficiently thrilling? Ought it not make a basis for hair raising tales when it goes back East?

The Green Meadows

For several days we traveled among the cold meadows, at a height of 5,000 feet. They are surrounded by splendid forests, and are owned mostly by big lumber syndicates, chiefly the Diamond Match Company. These high mountain meadows usually have potential possibilities as power sites and they have been seized as fast as our foolish and childish laws have permitted. One wonderful meadow is known as Morgan Springs. Hundreds of hot springs boil up everywhere, among the grasses and along the stream, for a mile up and down the valley. Some steam, some sputter, some gurgle, some jump up and down. Some are yellow, some pink, some black, some green, some taste bitter, some of sulphur, some of alum, some of soda. Some are so big and so hot that the campers set their bean pots there, covered by a gunnysack, to cook until done. Mill Creek flows through the meadow and it would be quite possible to catch a trout and swing him over to cook in a boiling spring without taking a step or taking him from the hook.

* * *

The Goal in Sight

The end of our journey was a basin-like valley 8,000 feet high, on the shoulders of Mt. Lassen. It is called Bumpass Hell, by all the people round and by the maps, too. It is about forty acres in size and walled in by rounded hills covered with deep snow. Down in the basin, however, there is no snow, but a bank of hot steam, rising from literally thousands of vents, ranging in size from a pin point to a barrel. One must tread with greatest care, lest he break through the thin crust into the scalding mud beneath. Indeed, the name comes from old man Bumpass, who lived by slaughtering deer for their hides in that region. Thousands fell before his rifle, so that he could sell buck-skin to the glove makers. Once in crossing this rocky basin while chasing a deer, he made a missteo, broke through, and scalded his leg fearfully. Days of agony ensued before he could drag himself away; and he frequently remarked that "it was hell." So Bumpass Hell it became. The name is appropriate. The cold, white, solemn hills look down on the fierce, sputtering, sulphurous caldrous below. No plants, no flowers, no life—snow, rock and sulphur vapors, that is all. The thing is not volcanic, as one might think, but chemical. It is a huge chemical laboratory. The rocks are slacking down into mud, as chunks of lime slack into whitewash. A very close imitation of the process may be made by filling a box half full of unslacked lime and pouring water over it.

One horrible sight we saw was a great throat-shaped hole, as big as a barrel, reaching down diagonally into the rocks, as if some vast animal were imbedded there, with his nose above ground. Within this cavity was a mass of soft blue mud, several buckets full, steaming hot. Every half minute this mud would be thrown upward, nearly out, with revolting retching and gagging noises—and then settle back again. After gazing for a long time, the boy put the situation into words: "He wants to puke, but he can't get it out!"

* * *

Through the Snow

Returning to camp, we dragged through miles of snow fields, and arrived cold, soggy and wet. But a big fire of logs brought back cheer and comfort. The water pails were frozen hard. Yet lilies and dog tooth violets bloomed in hardy profusion to the very edge of the snow.

Next day we started on the long descent from the cool heights of the mountains to the hot plains of the valley. Half way down we were met by Professor Ward, the principal of the Red Bluff High School. He is an inveterate camper and hunter and fisher man himself, and with kindly hospitality he had driven away into the mountains, to help us down and save us the slow tramp through the lower lava fields. He had secured a team of broncho mules, big powerful brutes that only wanted a little encouragement to run away at any hour of the day or night. He was taming them down so that they would be in trim to go a camping in a few days. They were desperately afraid of motor cycles, bicycles, automobiles and all other inventions of the devil that beset their path. Professor Ward is strong of arm and steady in temper, but he had his troubles with those wild and crazy mules, sure enough.

* * *

Funniest Thing I Ever Saw

Way up in the lava beds we met Charles Dale, a fine young man and one of the high school students. He was riding a bicycle and when the mules showed symptoms of exploding he dismounted, away from the road. Professor Ward braced himself and hauled on the lines until he pulled the mules' mouths wide open, and they stopped. Leaning back on the lines with every ounce of energy, Mr. Ward said in a benevolent voice, "Charles, come and meet the State superintendent." Charles approached with a gladsome smile, bicycle in hand. Mr. Ward went on in his benevolent voice: "This is Charles Da———, when bang! whang! dash! Something happened! The mule nearest the bicycle rose to a perpendicular upon his hind legs, nearly fell into the wagon, and then leaped forward to catch up with his mate who was already on the gallop. Away we went through the lava, with Mr. Ward hanging on like grim death. The outfit swung back into the road again, lickety split, stole a glance backward and saw Charles Dale standing with one hand extended to shake hands and a dazed expression upon his face. I saved my life by grabbing the dash board and then glanced back again to see Charles Dale disappearing in a cloud of dust, waving his hand in farewell.

And that was the last of Charles. Mr. Ward said the mules were getting quite gentle.

End of the Chapter

That night we reached Red Bluff and camped in Professor Ward's shady and hospitable yard. The mules were anchored in the barn, with the door locked! The fig trees yielded us luscious fruit and Mrs. Ward gave us an elegant dinner on a real table with a table cloth—and napkins! How strange it seemed! We took the pack animals out to their home, changed our clothes, bought tickets, and climbed aboard .The trip was over and we returned to take up the cares that infest each day—and that is the end of the chapter.

Service

An Address of Hon. W. H. Langdon

Mr. Langdon, a trustee of the Fresno State Normal School, delivered an address to the thirty-two graduates, in which he touched upon a number of very important phases of education work.

Life of Service

"Today these young ladies dedicate themselves to a life of service. It is true that one or all of them will sooner or later assume other obligations, as statistics of older schools show that the average teaching service of the Normal school graduate is three and one-half years. But at the outset of their careers at least, imbued with the teachings and principles instilled here, these young ladies have uppermost in their minds a life of service.

"The teaching profession draws to its ranks the flower of our young womanhood, but attracts less and less the young men of the country. When we find that the average wage of teachers throughout the United States is about $500.00 per year, or less than $10.00 per week, we may consider ourselves fortunate, indeed, that we enlist competent men and women in the service at all. The teaching force in this State is made up almost entirely of women, there being 8,941 women to 983 men in the elementary schools.

"If women's suffrage had no other merit, it would amply justify all that its most ardent advocates claimed for it by putting wage earning women, including teachers, in a position where their demands will be heard and heeded by those in authority.

"The responsibility of training the future citizens rests more heavily each year upon the teachers, of the country; for with women entering the more active and broader fields of life, the training of children necessarily receives less attention than in former years, and if the fathers and mothers are not able or willing to give the time and the attention to the training of their children, they should be willing and should be compelled, through the taxation method to pay well, those who are competent and willing to assume these responsibilities.

"The success of democracy rests upon the intelligence of the citizens and with the perplexing and vexatious social and economic problems that confront the present generation a high order of intelligence is imperative for the wise solution of these problems. We recognize this responsibility in the larger cities, which are the vortex of the tides of foreign immigration, by establishing night schools where the new arrival may be taught our language and acquainted with our form of government. The results in New York, Boston, San Francisco and many other cities have been very satisfactory.

"We are living in an age of unrest; a feeling of discontent is prevalent among the people; the masses are unsettled, unsatisfied; and will no longer tolerate injustices. They are insisting upon changes in our social and economic life and they are going to get them. The people are thinking for themselves; they no longer follow the bellweathers of the flock. Since our government rests upon the will of the majority, it is important that the majority be intelligently trained to sift the wheat from the chaff; the true from the false; and accomplish the needed reforms through peaceful and intelligent action. Never before in the history of our country has there been a greater need for wise and intelligent citizenship to cope with the pressing problems that are before us. The teacher, therefore, with the possible exception of the press, becomes the most potent factor in our country in shaping the course by which our government is to be preserved and perpetuated.

"No function of the teacher is more important than that of developing the character of the pupil. The man with great intelligence, but lacking in character is more mischievious and dangerous to society than the untutored and unlearned. It is the duty of the teacher to instill into the mind and heart of the pupil a love of country, love of truth, to teach him to prize his honor, to be courageous, to be just to his fellow man.

Attention to Health

"Until recently, in this country, the schools gave little attention to the health of the pupils. In the poorer districts of the large cities many of the children in the schools have been found to be stupid and stunted because they lacked proper food and nourishment and lived under unsanitary conditions. In many of our eastern schools wholesome lunches are provided the pupils at a cost of three cents per pupil. Free medical inspection and treatment is afforded the defective pupils and the city authorities are insisting upon proper sanitary conditions in the homes.

"The teacher who does her full duty therefore, must be somewhat of a physician, at least to the extent of noting the common defects and weaknesses in children, such as adenoids, defective sight and hearing, poor teeth, and hollow chests, impoverished blood and abnormal developments. If the parents are unable to bear the expense of the necessary treatment, the schools, as they do in San Francisco and other large cities, should provide the treatment, through the medical inspector. While it may seem difficult at the present time to overcome the prejudice, conservatism, and traditions of centuries, I believe, nevertheless, with Dr. Bennett of Los Angeles that sex physiology and hygiene should be taught in the schools so that when the young reach the years of understanding, the sex subject should be thoroughly explained.

Hand and Head

"The hand as well as the head should be trained. No well organized school today omits Manual Training from its school system. Aside from its educational and diciplinatory value, Manual Training tends to give a dignity to and respect for manual labor that has too often been lacking. The professions, law, medicine, and the ministry are overcrowded with men who would make good artisans, but who make poor professionals. The professional is more or less of a parasite, but the artisan is a producer."

THE ESSENCE OF LIBERAL EDUCATION

By David Snedden

The world needs able producers, and education to that end will never be amiss; but it also needs, as a condition of social well-being, consumers who can utilize material and spiritual products to their own advantage, and also to the advantage of those who are of high grade among producers. Do I buy inferior newspapers when better are available? I not only injure myself, but I lend my influence to lowering the standards of newspaper production. Does one prefer cheap and ephemeral fiction to the standard writings of the great masters? Not only does he fail to realize his own best good, but he becomes measurably responsible for the failure of other potential great masters to reach the stage of high creative work. Do we as a people, reward with our approval and patronage unscientific medical attendance, conscienceless political service, and life-impairing industrial activity? We pay, as a rule, our own penalty; but society is also permanently the loser in scientific medicine, in political honesty, and in genuinely efficient industry. Is not the essence of liberal education to be found in the conception of man as a user? Is it possible to call a man liberally educated, who, as a user, habitually makes inferior choices from the fields of art, literature, religion, applied science, convivial association, political leadership, and travel? Fortunately, we no longer hold the older notion that culture is inseparable from certain specialized forms of appreciation, such as ability to read Greek, speak French, recite sonnets, or discuss the latest fiction; and we are slowly learning to conceive it as something deeper than the mere possession of etiquette and a set of conventions.—Atlantic.

MONTARA BY THE SEA

The way to get rich is to secure property near a large city and then wait. The next three years will record over two hundred millions of dollars spent in San Francisco in connection with civic improvements, and the World's Fair. The Montara Company is building a town within 50 minutes' ride of the civic center of San Francisco. Water System, Sewer, School Houses, Churches, Club House, etc. Special bargains for sale in acre lots, business lots, residence lots, etc. School teachers may buy with nothing down and $5.00 per month. Now is your opportunity. Write to Montara Realty Co., Harr Wagner, President, 324 Phelan Building, San Francisco.

National Child Labor Committee

The National Child Labor Committee is issuing this month the Child Labor Bulletin, a new quarterly review. The first number is devoted to child labor and education and is a complete refutation of the charge sometimes made that the National Child Labor Committee concerns itself only with repressive legislation. It might be described as a symposium between those who see that the real and immediate need of wages takes many children out of school and those who see that the school fails to hold the interest of large numbers of children or to give them that which they can recognize as immediate preparation for life. It especially deserves the attention of all who are questioning the value of the old-fashioned curriculum. Be it noted that the criticism of the schools comes not from the child labor specialists but from such educators as P. P. Claxton, United States Commissioner of Education and Carroll G. Pearse, President of the National Education Association.

Criticism of the present condition of education is supplemented by constructive suggestion. Those who accept compulsory education as a self-evident necessity are reminded by W. H. Hand, Superintendent of Schools in Columbia, S. C., and others, that among the Southern States only Arkansas and Kentucky have compulsory school attendance laws which may be considered general and effective; that only five Southern States have any compulsory attendance law whatever; that compulsory attendance does not cover the whole situation and twenty-nine States in the Union have as yet failed to require that a child know how to read and write before being allowed to go to work.

As for the aim of education, various suggestive points are made. Commissioner Claxton says that all children should be so educated as to have self guidance and not to be reduced to the necessity of following leaders and being guided by authority. E. O. Holland of Louisville quotes with approval Doctor Kerschensteiner of Munich that the first aim of primary education is the development of trade efficiency and love of work, and with this the development of conscientiousness, diligence, perseverance, responsibility, self-restraint and dedication to a strenuous life. M. Edith Campbell of Cincinnati puts it that education should give the child reserve power, resourcefulness, a cultivated imagination and the ability not only to meet the exigencies of life, but to rise above their sordidness. She quotes Mr. James who said that education should help you to know a good man when you see him.

In the discussion of the curriculum by which efficiency, love of work and a cultivated imagination are to be attained, three points stand out especially. In the first place, Dr. Pearse emphasizes the fact that teachers can do much to hold the interest of their children with the present curriculum. He seems to agree with what Ella Flagg Young says somewhere that "A gap has existed between the teacher's desk and the pupils' desks, another between the school and the home."

In the second place, school boards and principals should meet the need of the individual child; not only the obvious needs of real defectives, but the tastes and aptitudes of the hand-minded child as well as as of the head-minded child. William H. Elson of Cleveland, speaking from wide experience with successful experiments in manual and industrial training says: "In such a school children learn how to go about work, how to lay out work; they acquire some knowledge and skill in design, and they learn the properties of materials. Moreover, they learn patience and carefulness for they have constantly before them the results of the exercise of these qualities. In dealing with material things a mistake is always in evidence; it is often costly, and is ever present; while errors of speech in mere lip service are evanescent and soon forgotten."

Dr. Lindsay and Dr. Adler plead for Federal financial aid to education as the only means by which backward States and poor localities can be advanced. One writer points out that the public schools have no right to exist except on the principle that the education of all is essential to the well-being of the community and the nation.

From this point of view it should be the concern of the schools and that means the concern of the principals and teachers, to co-operate whole-heartedly in the enforcement of child labor laws and to prevent wherever possible the child of twelve or fourteen from leaving school, his course unfinished, to have his imagination dulled and his body worn out by the deadening monotony of industrial life. In the States where the age limit is too low, or the system of certificates is ineffectual, or enforcement of the law is lacking, there rests a definite obligation upon the schools to work for improved legislation. When the child has left school, the school is still responsible for his having opportunities fitted to his needs. Mrs. Florence Kelley makes it plain that such supplementary education should be truly recreational. "We must enable the children to renew the active quality of their minds and bodies during the hours that they are not employed, and we must give them so short a working day that the recreating, educational hours will really make up to them in some measure for the stupefying influence of their work."

Educators and reformers agree that child labor reduces the wage-scale of the adult workers, that it results in physical degeneracy, ignorance and crime, and that it is undermining the foundations of democracy. Together also they plead for the true dignity of work and put upon the schools the responsibility of training a generation that shall be prepared to work effectively and shall test its value to society by the genuineness of the service it renders.

The next number of the Bulletin will give a summary of the condition of child labor legislation at the present time.

STATE SCHOOL FUND MADE JULY 11, 1912

By Job Wood Jr.

Counties	Average Daily Attendance June 30, 1911	Amount of Apportionment
San Luis Obispo	263,402	$545,242.14
Alameda	26,343	54,530.01
Alpine	42	86.94
Amador	1,219	2,523.33
Butte	3,604	7,460.28
Calaveras	1,362	2,819.34
Colusa	853	1,765.71
Contra Costa	3,992	8,263.44
Del Norte	405	838.35
El Dorado	883	1,827.81
Fresno	11,097	22,970.79
Glenn	988	2,045.16
Humboldt	4,414	9,136.98
Imperial	1,329	2,751.03
Inyo	554	1,146.78
Kern	3,836	7,940.52
Kings	2,244	4,645.08
Lake	763	1,579.41
Lassen	569	1,177.82
Los Angeles	55,800	115,506.00
Madera	924	1,912.68
Marin	2,394	4,955.58
Mariposa	420	869.40
Mendocino	2,870	5,940.90
Merced	2,123	4,394.61
Modoc	862	1,784.34
Mono	125	258.75
Monterey	2,707	5,603.49
Napa	2,150	4,450.50
Nevada	1,886	3,904.02
Orange	4,938	10,221.66
Placer	1,971	4,079.97
Plumas	492	1,018.44
Riverside	4,259	8,816.13
Sacramento	6,815	14,107.05
San Benito	873	1,807.11
San Bernardino	6,871	14,222.97
San Diego	6,959	14,405.13
San Francisco	34,578	71,576.46
San Joaquin	5,423	11,225.61
San Luis Obispo	2,674	5,535.18
San Mateo	3,052	6,317.64
Santa Barbara	2,886	5,974.02
Santa Clara	9,687	20,052.09
Santa Cruz	3,073	6,361.11
Shasta	2,279	4,717.53
Sierra	436	902.52
Siskiyou	2,062	4,268.34
Solano	2,819	5,835.33
Sonoma	6,117	12,662.19
Stanislaus	3,740	7,751.80
Sutter	968	2,003.76
Tehama	1,628	3,369.96
Trinity	332	687.24
Tulare	5,542	11,471.94
Tuolumne	1,275	2,639.25
Ventura	2,324	4,810.68
Yolo	1,668	3,452.76
Yuba	903	1,869.21
Totals	263,402	$545,242.14

Total amount of money subject to apportionment	$547,003.80
Total amount apportioned	545,242.14
Amount unapportioned	$ 1,761.66
Rate per pupil on average attendance June 30, 1911	$2.07

We hope to make the next apportionment both to high school and to elementary schools in the month of September.

Poll Tax Greatly Increased

There has been apportioned from the State to the elementary schools of the several counties the sum of $4,899,837.04 for the school year closing June 30, 1912. Of this sum the Poll Tax paid $843,603.69 or $88.16 per teacher apportioned on teacher basis or $3.20 per pupil apportioned on attendance basis.

The State now provides $13 per pupil on average daily attendance from the General Fund of the State for the support of the elementary schools. If the Poll Tax is repealed and this amount increased to make up for the loss, the State must give at least $16.20 per average daily attendance to bring the school funds up to that of the present year.

The poll tax for the present year is about $140,000 more than for any year in the past.

N. E. A. Leaders Discuss Many Phases of Education at Chicago Meeting

Asks Guard Against "Modern Sirens"

Adequate physical education of boys and girls in public schools was urged as a necessary preventive measure by Prof. William H. Burnham of the department of pedagogy and school hygiene at Clark University, speaking yesterday before the department of school patrons in the gold room of the Congress Hotel.

Prof. Burnham discussed the various forms of physical training fitted to various times in the lives of growing children, recommending heavy work by boys only after they were 17. But he laid particular stress on the need of education in hygiene, going back to Greek mythology for a parallel.

"You remember," he said, "that when Ulysses made his first trip past the isle of the sirens he stuffed the crew's ears with wax and had himself bound to the mast so he alone might hear the singing and yet might not be able to tear himself loose. And you remember that on the second trip no one was bound, for Orpheus was aboard and his singing took away temptation to pursue the singing of the sirens.

"And there is a great psychologic truth in that story. One might go so far as to say that no adolescent girl is safe outside the walls of a convent, and no adolescent boy safe outside a reform school or a jail—unless each has heard sweeter, better music than that of the modern sirens.

"Unless there is model, wholesome training there is grave danger to boys and girls just reaching maturity. It is an essential. The aim of physical education like that of hygiene is not merely to provide a protection and a remedy against the unwholesome conditions of school life, it is also positive, the development of habits of physical health in the broadest sense of the word.

"It is necessary to differentiate physical exercise according to the stages of physiological and psychological development, because the child is a different creature from the adult, and the child both in structure and in function differs at different stages of development."

Says Put Hygiene in Curriculum

Dr. W. A. Evans of the Northwestern University faculty said the influence on the mind of bodily changes forced a proper regard for physical education.

"Hygiene in its several divisions is properly a part of the curriculum," he said. "As the schedules are not overburdened some of the facts and principles of hygiene can be made use of in such subjects as reading, writing, arithmetic, and physiology in place of less relevant and instructive subject matter now employed."

Urges Teachers to "Get Together"

A "Get Together" program for participation by teachers in schools and colleges was proposed by Dean James R. Angell of the University of Chicago as a means of assuring better results in both educational divisions.

"The most hopeful method of correcting one large source of friction between the schools and colleges as well as one of the best devices for improving the relations between them," he said, "is to be found in the systematic exchange of visits by the teachers, the high school teachers spending if possible two or three days in the classes of the college instructors handling the freshmen work, the college instructors making a similar visit to the preparatory classes of the high schools.

"Many college teachers are densely ignorant of the precise conditions which the schools have to meet, and not a few school teachers, despite the fact that they are college graduates, have entirely lost touch with the actual situation in college communities."

Says Teach About Sexes of Animals

"There is need for teaching the sexual reproduction of animals without any reference to disease," said Dr. Mary Blount. "The purpose of such teaching is educational; to take the subject out of the mist of ignorance, emotion and superstition, and put it in clear light where people can think about it sanely as they think about other natural phenomena.

"The subject should be a part of common school education, and as legitimate a subject for examination for teacher's certificate as is digestion, or fresh air, or sanitary water supply. Boys and girls have responded with wholesome interest to the scientific teaching of the subject."

Problem Up to City University

"The municipal university should help solve the problem of the American city," said Charles William Dabney, president of the University of Cincinnati, speaking before the higher education department. "If city problems are still the greatest ones of the democracy, where, if not to its own university, shall the city turn for help. When set over against the needs of a busy, swarming center of population, like the modern city, the entire system of higher education is on trial.

"University extension has only partially met the call of the people upon the scholar. Perhaps it will be the needs of modern city life which shall haul the university out of its isolation and make it a true servant of the people."

Tells of Directing Child's Impulses

"If rightly viewed, the native impulses of children constitute our chief educational stock in trade," said Prof. H. C. Henderson of the State normal school, Milwaukee. "Education itself may be regarded as nothing more than the direction of the impulses toward ends that are valuable by means of appropriate material. The training of children's impulses leads to the formation of useful habits, to the acquisition of right ideals of conduct.

"If this is true of the normal child, it applies with equal, if not with greater force, to the education of children physically or mentally defective. Interests follow the lead of impulses and there is a wide difference between educating a child in accordance with his nature and in attempting to educate him in opposition to it."

Train Pupils for Public Welfare

A higher ideal than the teaching of special subjects was pointed out by President W. S. Dearmont of the Missouri State normal school.

"Given men at their head and in their faculties of real power and high ideals as leaders," he said, "the normal schools must recognize the public welfare as the chief end of all training.

"They must recognize that they are not as a first consideration training teachers to teach special subjects, but they are training teachers to train in turn the future men and women of this country for citizenship, for social efficiency, for moral and religious responsibility.

"The teachers trained in the normal schools must in their several spheres of activity be real leaders. They must distinctively recognize as the chief end of their teaching the training of their pupils for the public welfare."

Tells of Blocks as Instructors

Miss Florence Ward, professor at the Iowa States Teachers' College, Cedar Rapids, Ia., described at a sectional conference of the National Education Association the use of blocks and games for instructing children. She has just returned from Rome, where she has been investigating the Montessori method.

"The children are allowed to do almost anything they please," said Miss Ward. "They work outdoors in courts and gardens. There are cupboards in which are 1,100 different pieces of didactic material with which the children work.

"When they become tired of one thing they may put it away, and take up something else. They may work in natural groups if they wish, or alone. Dr. Montessori insists that the only legitimate discipline is that which leads the child to control itself."

Lazy Professor Can't Inspire

President J. G. Crabbe of Eastern Kentucky State Normal school gave liberal advice to his associates at the Normal school meeting.

"The president must lead his teachers to efficiency," he said. "A lazy president will never inspire efficiency. He must be a leader in higher things—a leader in heart power. Here character is fostered and builded.

"Proper supervision is essential, for the supervisor must see things and know things in a comprehensive way. Judicious approval will salve many a hurt. The personal touch is the keynote to successful supervision.

"The president must keep infusing new life into the normal community. Silly experiment is not within the scope of this suggestion."

Says Develop Vocational Idea

"The elementary school should encourage in its pupils the development of vocational purpose in their efforts toward education," said William T. Bawden, assistant dean at the University of Illinois engineering school. "Further, the pupils must be convinced that the school is able to help them discover and define these purposes, and that as soon as these purposes are defined in their own minds the school is prepared to offer definite assistance in their realization. The school should make the appeal to altruistic motives emphasizing the ideal of education for service."

Test Efficiency of Graduates

J. H. Beveridge, superintendent of schools at Council Bluffs, Ia., spoke before the department of business education, telling of his program for testing the efficiency of his graduates. He has a working arrangement with the graduates and their employers, using their reports for subsequent improvement in methods.

At the same meeting W. B. Towsley of Marshall Field & Co. described the store's methods of training salesmen, as an indication of what employers wished.

Plea for Child Who Has to Work

"Industrial education is sociologically significant for what it is making possible in the way of collective control, that is, control by the community of the conditions of child labor," said Prof. Frank M. Leavitt of the University of Chicago. "It is a matter of social concern that children are now being warped, degraded, killed, mentally and morally and physically, by their early industrial experiences.

"A thorough going system of industrial education leads inevitably to vocational guidance, child labor apprenticeship laws, and public wage boards, and will serve to bind them together into a single function."

Give Every Child Equal Opportunity

Several hundred delegates to the N. E. A. convention attended a reception and luncheon given by the Chicago Woman's Club. The principal speaker was P. P. Claxton, new United States commissioner of education. He urged the women of Chicago to see that every child has an equal opportunity to attend the schools in Chicago.

"You are not doing your duty," he said, "if the schools for the rich are good and the schools for the poor are bad, if you have good schools for the native children and poor ones for the foreigners. Our schools have in the past been largely aristocratic, for the families of culture. But all children must be in school, including the children of foreigners, the children of the slums, the children of careless parents, and of the backwoods and the mountains.

"Furthermore you women should work to prevent the breaking up of the home, which is most noticeable in the families of the very poor and the very rich."

Penmanship Methods Come In for Criticism

The department of business education, meeting in the Hotel La Salle, heard frank criticisms of teaching and practice in writing—shorthand, longhand, and by type.

"Penmen may be divided into standpatters, progressives, insurgents, and pit-a-patters," said J. H. Bachtenkircher of Lafayette, Ind. "The first may be those who like the all copy book method form with little or no freedom. The second, those who believe in teaching form, freedom, and control at the same time. Third, those who teach movements regardless of form or neatness. Fourth, those who think any old way will do.

"Considering the essentials of good penmanship, legibility is of first importance. Speed or freedom second, and beauty is of little value. In some occupations, the beautiful in penmanship is essential, but in the general business world little premium is placed upon beautiful writing.

"Most cases of 'handwriting horrible,' such as is popularly believed to be resultant of ultra mental development, is really a selfish disregard of the rights and comforts of readers of professional mannerism.

"Second in importance in the essentials of good penmanship is speed. Freedom or speed comes with correct mental ideas and requires both thought and action."

"If we wish to train competent stenographers," said George A. Bohlinger of Kenilworth, Ill., "we must begin to eliminate all the drawbacks to success from the very start, such as indisposition to follow implicitly the teacher's instructions, giddiness, laziness, slovenliness, and the hundred and one things that are tolerated in many schools at the beginning of the course and throughout, and which are the basis of failure—viz: the lack of attending to details."

Educators Interested in Helping the Farmer

Educators, farmers, and bankers are working in conjunction on a program for better development of the country's agricultural resources. The movement received a considerable stimulus at an informal meeting of some of the speakers before the National Education Association with outsiders, held at the Auditorium Hotel.

Those at the meeting were Prof. E. E. Balcomb of the State Normal and Industrial College of North Carolina, W. G. Edens, assistant secretary of the Central Trust Company of Illinois, secretary of the special committee of the Illinois Bankers' Association; Clarence Hall Robinson of the New Jersey State Normal school, E. C. Bishop of Iowa State College, Oliver Wilson of Peoria, master of the National Grange; Frank M. Leavitt of industrial education at the University of Chicago, Forrest Crissey of Geneva, Ill., and Edwin R. Wright, president of the State Federation of Labor.

Mr. Sedens pressed the ideas advanced by B. F. Harris, president of the State Bankers' Association, for agricultural development through the formation of girls' domestic science clubs, boys' corn clubs, highway improvement and scientific training of the farmers on their own land. He said his committee was at work drafting a bill for State support of farm training in all public schools, to be presented at the next session of the Illinois legislature.

For "Direct" Method in Language Teaching

The claim that Americans are potentially the best linguists in the world, and that a grave error is made in not instructing by the "direct" method, was presented to the modern language conference at the Auditorium Hotel by Dr. J. N. Lenker of Minneapolis, one of several speakers.

"I read with interest everything written on the teaching of modern languages according to the direct or natural method, which has worked a change in European countries, and is fast being introduced into America," said Dr. Lenker. "I am a Pennsylvania German. When my father was my age he spoke only German, and when I was of age I spoke only English. I went to Germany to learn German and learned it. Then I traveled through Denmark, Norway, and Sweden, and learned Scandinavian. I can assure you any one who has learned to speak a second modern language will soon acquire a third. In fact, the study of a third and fourth language will be a pleasure.

"About half of all our study is devoted to language, ancient or modern. Why do we not have satisfactory results, as in Europe? Is it not due to our roundabout methods? Americans are naturally the best linguists in the world, coming here with the tongues of all lands. Of 29,000,000 immigrants 20,000,000 learned English after their arrival."

Oral Composition Purposes Explained

The purposes of oral composition were set forth by Miss Mary E. Courtenay of Englewood High School before the department of secondary education at the Auditorium Hotel. She pointed out that its good results were not confined to the schoolroom but were of universal value.

"The work is purely objective in its nature," she continued. "The student is concerned with a group of listeners, and the final success of his speech depends on how effectively he reaches them. If he fails to make them see the thing he is endeavoring to explain, feel the thing which he is trying to impress upon them, believe the thing of which he is attempting to convince them, do the thing for which he is making an appeal, or enjoy the story by which he hopes to entertain them—then he has failed to accomplish his purpose, and his composition is not effective.

"We have here at once a standard of judgment and a working basis of criticism. The other pupils are quick to point out that

which was not made clear, to protest against that which did not convince nor persuade them, and to condemn that which failed to impress and to entertain."

Opposes Making Fourteen Age for Leaving School

The manual training and art department, meeting at the Art Institute, heard Wilson H. Henderson, supervisor of manual training at Springfield, Ill., condemn the giving of permission to leave school at fourteen.

"Most boys are in need of technical training at just that time," he said. "Thousands of boys and girls are loafing on the streets because they don't know what to do. A boy with skill and proficiency at some definite occupation can choose his own career."

Educator Decries Squemishness with Child

Squeamishness in dealing with matters pertaining to public health was condemned by Linnaeus Neil Hines, superintendent of schools at Crawfordsville, Ind., speaking before the child hygiene department at the La Salle Hotel.

"There is an ever increasing tendency on the part of the public," he said, "to hand the duties and responsibilities of the parents and the home toward the children over to the school. Originally the public school was supposed to give only the rudiments of an education in a few branches.

"In addition to intellectual training the school in this latter day must look after the moral training of the student and after his physical welfare as well. Never has the world seen such a campaign as there is at present looking to the preservation of the health of the public. Both expert and layman feel it everywhere. 'Swatting the fly' has become a national pastime because people believe that the fly ought to be 'swatted.'

"There is a continual national campaign against dirt disease producing conditions.

"The teacher must do everything possible to preserve the health of those under her care. More than ever before the teacher holds the destiny of the coming generations in her hands."

Insists Schools Be Really Fireproof

The department of school administration at the Palmer House heard an address on architecture by William B. Ittner, school architect at St. Louis. He urged principally ample room, and where possible not only adequate fire escapes but really fireproof construction.

"The buildings should be low," he went on. "This, of course, is not possible in large cities, but I refer to general practice and not to special problems. Special precaution should be taken against fire. This includes the isolation of the basement, the proper construction and location of stairways, which should be inclosed in incombustible material, the avoidance of hollow spaces in walls and ceilings, and a due consideration of size and location of corridors, and grouping of rooms.

"Due care must be given to lighting, ventilation, and provision made for the rapid circulation of pupils from floor to floor. In planning high schools the size of the classrooms cannot be standardized, as they must vary to meet the requirements."

Upsets Old Theory of Laziness in School

It appears that the school boy who spends much of his time looking out of the windows instead of burying his nose in his geography, is not a lazy boy after all. He simply expresses a great truth, that the eyes need rest.

This thought was presented to the department of special education meeting at the Blackstone Hotel, by J. A. Shawan, superintendent of schools at Columbus, O. He added that instead of the boy being punished the schoolmaster disposed to punish him did not understand human nature.

The committee on conservation of vision opposed glazed surfaces in half tone pictures in school texts, recommending pictures in clear outline.

Tell How Families Live on Small Incomes

The secret of living and supporting five persons or more on annual wages of $500 and $1,000 a year was partly explained in Fullerton Hall at a conference of the department of manual training and art. Figures showing how it is done were given by Miss Mary S. Snow, supervisor of household arts in the Chicago schools, Miss Isabel Bevier, head of the department of household science at the University of Illinois, and Mrs. Raymond Robins.

"There are 500,000 Illinois laborers making an average wage of $575 a year—if they are employed on every working day," said Miss Snow. "When there is considered the vast number earning below $500 going to make up that average it is appalling to the social worker, and should be startling to these enjoying a comfortable income.

"The children live. Many are healthy. For the answer to the riddle you may look at the hands of the mother. Even with her care the food outlay cannot exceed 12 cents a day for each member of the family. When you have finished thinking of the physical strain and discomfort that must follow, then think of the frightful strain on moral stamina.

"Here is an average family—paying for food $193.76 a year, for rent $86.31, for fuel $23.90, for light $3.69, for clothing $54.13, for sundries—and that often includes insurance, church, and doctors' bills—$92.16.

"The fuel cost is often 50 per cent more than it should be because coal must be bought by bucket and wood by bundles. It is useless to tell the woman she could buy more cheaply by the ton, by the cord, by the barrell. She knows it, but she can't get the money.

"When there is a $1,000 income the increase is mainly in rent and in clothing. Food outlay continues about the same in proportion."

"Much may be done by the woman who buys if she will educate herself in food values," said Miss Bevier. "It is as easy to learn the food value of flour as a new embroidery stitch. She would then know that oysters are a luxury because their food value is only 10 per cent; that codfish is a good investment—if you like it—and that the despised prune has a high food value. She must know, however, it is not economy to give the family what it does not like, even if it have 99 per cent food value."

Mrs. Robins said the simple lesson of the talks was that no $500 income could begin to supply the full family needs, and the low wage should be abolished.

Pleads for "Limberness" in Teaching of English

Prof. Harry G. Paul of the University of Illinois criticised the too rigorous attention to usage in the instruction of English, speaking at the Auditorium Hotel before the higher, normal, and secondary education departments.

"The child is presented with an idea, and told 'This is usage; take it and eat it,'" he said. "My daughter came to me one day and said: 'Pa, are you not going to school today?" I almost wanted to take that child by her intellectual neck and shake a little limberness into her language.

"The student frequently supplies his theme as an overworked housewife gets a meal when an unexpected guest is brought home by the husband. She leaves her other work, picks this and that from the cupboard, and says: 'I guess that will have to do.'"

Woman Expert Talks on the Ideal School Garden

Differences between the school garden of the city and country were pointed out by Van Evrie Kilpatrick, president of the School Garden Association of America, speaking before the department of rural and agricultural education at the Auditorium.

"Rural school gardens should aim to idealize farm work," he said. "The school that educates the boy exclusively in the fine arts teaches him to look down on his birthright. Proper reforms would contribute to better agricultural farm methods. The city garden's prime purpose is to get the child out of doors."

E. R. Jackson of the United States Forestry Service urged greater attention to forestry in rural school education, that the boys might learn how important an adjunct is the farm woodlot. S. B. McCready of Ontario Agricultural College told of the work done in Ontario for training teachers in agricultural studies.

Says Philanthropists Should Consult Expert

If philanthropists would consult with persons familiar with school needs before they make their gifts to education their money would produce much better results, according to William H. Allen, director of the New York bureau of municipal research, before the department of school patrons at the La Salle Hotel. He said school superintendents had made no particular effort to obtain aid for public schools. He also urged more outside activity in suggesting school improvements, adding that outside effort was better than outside gifts.

(Continued on Page 11.)

The Western Journal of Education

HARR WAGNER, Managing Editor.

EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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THE WESTERN JOURNAL OF EDUCATION

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Editorial

Hon. E. T. Fairchild, Superintendent of Public Instruction of Kansas, has been elected President of the N. E. A. Grace Strachan of New York was a candidate, but the persistent rumors that the American Book Company agents were interested in her campaign defeated her. Agnes Howe of San Jose was elected a vice-president of the association.

* * *

Open Air Schools have captured the progressive people everywhere.

* * *

Woodrow Wilson, the school master, has been nominated for the Presidency by the Democratic party. It certainly speaks well for the scholarship of America when men of Governor Wilson's attainments are given an opportunity to be a candidate for the highest office in the gift of the people.

* * *

Superintendent Mark Keppel says: "We need $1500, and have been able to secure only $430 to secure signatures to the teachers' initiative amendment." The fault is not with a lack of funds or the ability of Superintendent Keppel as a persistent and intelligent worker. The trouble rests in the fact that the twenty-eight men who initiated the movement got in wrong. The State cannot afford to go backward. Local adoption is not progressive. It will be necessary for everybody to vote for the Shanahan amendment in order to get free text books, and to get free of the present State Board of Education.

* * *

Superintendent Davidson of Marin has issued a number of "The Blue Bulletin" that has as many quills as a porcupine. The school people will enjoy the racy comments on the Teachers' Amendment, the Sierra News, the book trust, the book agent, and State Teachers' Association. Write to Davidson for copy.

* * *

While the campaign is on for pensions, tenure of position, higher salaries, etc., we must not forget that the main argument is efficient teaching. We must make the weak more efficient, but not strengthen them in a way to increase the inefficiency of their teaching.

The County Superintendents of California frame the backbone of our educational system. They are elected by the people. In many cases where excellent service is rendered, superintendents are elected term after term, and it frequently happens without opposition. Partisan politics do not enter into the campaign. Superintendent White of Solano county has been elected for twelve years by a non-partisan vote.

Superintendents Baldwin of San Diego, Davidson of Marin, Cree of Riverside, Keppel of Los Angeles, Babcock of Mendocino and Underwood of Humboldt are examples of men whose service to the school is such as to give them a longer tenure by election than they would have by appointment. It is true that no legal educational qualifications are required for the office. It is also true that no legal qualification is required to hold the presidency of a State normal school or even the presidency of the State University.

* * *

The poll tax should not be repealed. It has been a source of revenue to the public school funds. It is a just tax for the reason that it forces thousands of irresponsible men who spend their money in saloons and worse places who never contribute one dollar towards maintaining State institutions of which they are chief beneficiaries.

* * *

The public library of Riverside performed a great service for the teachers and pupils of the public schools in issuing Bulletins No. 55 on Patriotism. This bulletin gave information on many different sources for material on Memorial Day, Flag Day, the Fourth of July, etc.

* * *

The sex problem has now struck the public schools. It has left the drama and is now in the kindergarten play. How the question shall be treated? How little to teach? How much to omit? What influences for self-control, and what sex hygiene has to do with self-control are problems that will be hard to decide.

No man or woman is really wise enough to give definite conclusions at this time.

* * *

Dr. Maria Montessori, a physician, made a great discovery when she learned that normal children could be trained as the feeble minded. By the Montessori method children are taught by the same method that has prevailed in the homes of the feeble minded for half a century. The system has much to recommend it and by perfecting it a normal child should be able to graduate from the high school by the time it is ten years of age, and have more useful knowledge than it has now at twenty.

* * *

The State of California should not allow any student to be educated at public expense who uses tobacco in any form, or intoxicating drinks. What is the use? The use of tobacco and liquors are a weakness and show a lack of self-control.

* * *

President Wheeler has selected an Eastern man as the head of the Agricultural department, vice E. J. Wickson, resigned. Professor Hunter may be a great scientist but his subordinates will have to educate him at the expense of the State, before his grip of local conditions in California will be of value except on the organization of the department. As a head of a department he may be all right, but as helpful assistant on how to plant artichokes on the Ocean Shore we are afraid that our friend Puzzi could teach him to advantage.

* * *

"Our Dumb Animals" is the name of a useful Boston publication. It should be in the hands of every teacher. It teaches kindness to animals. However, the title is a base slander to most of the animals we know. As compared to the political situation at Chicago, it would be more appropriate to have the California coyotes issue a publication and call it "Our Dumb Destroyers," and as evidence produce the record of the Chicago convention. Please, Mr. Boston Man, change the title of your publication to "Our Wise Animals." It would be more appropriate.

* * *

The slow processes of time amends all your ills. If you have an enemy, wait long enough and he will get his. Irwin Sheperd held sway as the Secretary of the N. E. A. for many years, and whose courtesy and devotion to the duties of the office were remarkable. At last, however, he took the advice of Nicholas Murray Butler, representatives of the American Book Company and the standpatters in the organization. Now the steam roller of the progressives will only leave a flat surface of the once obliging secretary. His services of the past are forgotten. He is remembered only for the reason that he tried to run the association as a close corporation.

APPRECIATION OF DR. ELIOT

The concluding volume of Professor Francis G. Peabody's "Sunday Evening Sermons in the College Chapel" contains a gracious tribute to President Emeritus Charles W. Eliot:—

"Severest critic, best of listeners,
  Questioning all things with perennial youth,
Quick to detect when faulty logic errs,
  Yet quicker to discern each note of truth;
Men call you unimpassioned, cold, and stern,
  The last survivor of the Puritan.
They little know the sympathies that burn
  For every worthy cause or troubled man.
Straight to its mark your candid counsel flies,
  Its shaft of judgment tipped with kind desire,
And those it pierces still unfounded rise,
  Chastened but strong, and purified by fire.

"Along the coast where we have lived together,
There comes at evening time, in summer weather,
A hush of nature, when the sighing firs
Cease their complaining, and no land breeze stirs
The drowsy ocean; while the burnished bay
Mirrors the splendors of the dying day.
So, after many and tempestuous years,
And many an angry gale of doubts and fears,
The hostile breezes slacken and then cease;
The harbor lights are lit, of love and peace;
And life's calm evening settles over you
As sunset gathers over Asticou."

A Boy of "Scrap-Iron Gulch"

By Edna Cadwalader

The day began much as usual for Miss Darrow, with Joe and Peter sauntering in late. Joe lived near the school, but that was clearly no advantage in this case as to time, or even neighborhood, for the "burnt district" was noted chiefly for tin cans, bricks and wretched shacks. "Scrap-Iron Gulch" harbored the poorer ones and those whose parents preferred to be nearer the center of distraction, the grog-shop.

In the midst of the usual second year "numbers," the door flew open and in came the principal with an officer of the Juvenile Court, bringing a most unwilling victim of education to add to Miss Darrow's collection. This was a heavy, overgrown boy of about fourteen, encased in a man's suit rolled up at ankles and wrists, a boy with an uncombed shock of red hair and, of course, freckles. His expression was surly and glowering and altogether promised trouble for "teacher."

Her heart sank as they told her that Fred Lewis had never been to school, had evaded it like the plague, and only now had been run down by the officer in a rig as Fred was driving another team with which he earned his living. "I didn't want to put such a big fellow with the babies," the principal explained apologetically, and then they went out and left her with another problem. She decided to await developments.

Josie went on adding monotonously, "Seven, ten, four—teen, twenty-one," when suddenly a gruff voice broke out, "Aw, say, I c'n beat that. Gi' me a show." Now this was a rank breach of discipline, but to Miss Darrow's mind it came as a glimmer of light to her uncertainty. She seized the opportunity, gave Fred his "show," and he electrified even the teacher by his speed in going up the column.

A word of praise from her and admiring looks from the class gave him a feeling of "belonging," and Fred was launched in school. His look became alert, interested, and here was a new bid for her sympathy.

At recess she kept him awhile. What was the team he was driving? Ah, now she had reached him! "That's my team; I hire it by the week. I c'n drive as good's any man!" he said. "Get three dollars a day sometimes," and he swaggered a bit with pride.

"And what do you do with all that money?" Miss Darrow ventured.

"Aw, well, ye see, my father n' mother don't do nothin'. My father, he gets drunk mostly, n' my mother too, an' me n' my two brothers have to be smart to get ahead of 'em or they'd take all our money."

That accounted for everything, the casual, bare statement of the parents' shortcomings, the surly expression, the dare-devil ways. Gradually she learned of the younger brother, Tim, who helped Fred sometimes; of Ben, the older brother, who, lacking education, was struggling for his manhood, and learning manual arts at the Parental School—a boy of seventeen striving to keep two younger brothers straight against such fearful odds. Home was only a name to them, and parents, in the lowest state of degradation, were a drag, and hardly considered except to be avoided.

Miss Darrow's heart warmed to this plucky child, for he was no more at heart, though with so wise a head in many ways. "Fred, we shall have to work hard together, to put you ahead," she said. "Everyone must know how to read and spell to get along and you are so quick at figures, you can help me with the backward ones."

Fred looked his astonishment—that he could help the teacher—and brightened at this unexpected faith and interest. He even offered to "try to learn somethin' out o' books."

Now don't imagine this was immediate and positive reform. There were many struggles, many heartbreaks.

The first day Fred was deluged with generosity which threatened to demoralize order. Among the many poorly fed and clad little ones there was always the impulsive instinct to give to one yet poorer. Ikey and Enrico came to blows as to who should share his reader, and Maggie dissolved in tears because the "new boy" didn't want her gum. At half after two Fred had become a hero, having "knocked out" the bully of the school at noon recess, and was escorted triumphantly home by a crowd of admirers.

Next day the reins had to be held more tightly, and as life settled into the commonplace again, the "glamor of learning" wore off. Fred's former life of entire freedom from "bossing" showed itself in occasional outbursts of rage at authority. It was pitiful, too, to hear his struggles over the smallest words in the reader, and Miss Darrow alternated between sympathy and despair. After frequent apparent failures, her fellow-teachers scoffed at her attempts at reform. Fred was quick to recognize their antagonism and evened up scores accordingly.

One morning he did not come to school as usual. Then it became known that a saloon near by had been robbed; that Fred, with several other "hoodlums," had been turned over to the Juvenile Court as suspects. Everything pointed to him as the ringleader, as this was known as Lewis's Gang. Miss Darrow, as well as the other teachers, felt certain of Fred's guilt, with this difference, that her heart was full of pity.

She was summoned before the judge—and they could not make the boy talk. There he stood, apparently defiant, with the old hunted, dogged look on his face. Miss Darrow went up to him.

"When you didn't come this morning, I didn't know what to do with that third division in numbers that you have been helping. I had to leave other work to go to them, and somehow, they 'wanted Fred,' as I did. You see, we depend on you, and such a good friend as you, we must stand by now."

His expression softened but he obstinately kept silence. The habit of years, caused by constant lack of sympathy, and by disbelief, is not to be changed in a few weeks.

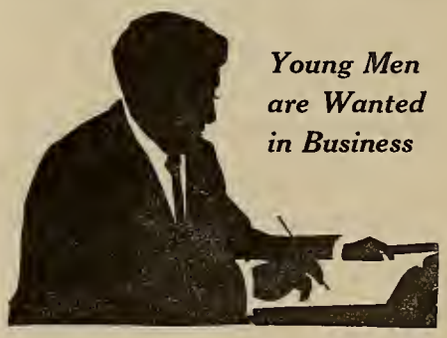
With that glimmer of encouragement, Miss Darrow put her hand on his shoulder. "Fred, I have grown to like you, to like your courage, your perseverance, your manliness; I have had the greatest hopes for you and what you are to do in life."

His face suddenly changed as with inward excitement. He drew himself up, his hands clutched Miss Darrow's arm, and with eyes ablaze with pent-up fire, he burst out: "D'ye believe I stole that money?" The silence had been broken.

What should she say? She had believed it, but there was just a doubt now, and if she wanted to keep the advantage gained, she must proceed carefully.

"We don't know who did it, but you were with those boys. As your friends, I should like to hear your story," she said gently.

Fingering his coat nervously, his body quivering, he opened his heart to her, his one friend, who would believe him. "I was huntin' up my father. I never used to care if he didn't come home, 'cause he'd just hit us an' take our money. One day you told us about boys takin' care of their fathers when they wuz old 'r sick, 'n I thought mebbe I'd better look after mine some n' he might get better." (The mother, poor soul, had died a few weeks before, and no one had mourned.) "Dick Corley an' Mike Larsen 'nd two other fellers I used



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JESSIE COOLEY.

to run with, was down by the saloon, after twelve, n' I was tryin' to get 'em to help me, when two 'cops' ran us in. I didn't go in the saloon, I never took no money!" he finished in a burst of excitement.

His very telling of it carried conviction of his honesty, and though she could not solve the mystery, Miss Darrow was completely won over.

"I know you didn't do it. I don't know who did, but I believe you, and the others shall believe you, too," she said. There were tears in her eyes.

She went over to where the judge was sitting and told him the story. As he was about to talk to Fred, a policeman brought in a man. "Here's the feller," he said. "We found the money on 'im, an' him drunk and never knew a thing!" Fred shrank back suddenly, and as we looked at the man, we realized the truth from the striking likeness. It was the boy's father.

"Did you know this, my boy?" said the judge. A nod, and the story was complete. To shield his father he had not told it. Not even to the judge to save himself from jail; not to his one friend, Miss Darrow.

The judge was quick. "Fred, here's my hand. You're a brave lad, a gentleman. If you are trying to look out for your father, we must help you. We'll see if we can keep him away from saloons and then, maybe, there'll be some work for him."

He was as good as his word. The case was brought up and dismissed. Fred came back to school and kept at it two years, forging ahead by his determination. His self-reliance and business-like ways got him a start, and this led to a situation as collector for a large firm, with outdoor work and a horse to drive.

Miss Darrow often speaks with pride of this working out of a problem. Fred is a staunch friend and occasionally "drops in" at school to the great interest of the children who all know Fred as "Miss Darrow's boy," and of how he worked his way up by perseverance and grit.

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"Social Justice and Social-ism"

The editor of The North American Review shows by the figures the growth of the Socialist party in the United States, and, as of more significance, how the responses, elicited by skillful but specious appeal have been favorable to Socialistic doctrines. He says:

"It clearly behooves us to examine and study the latest declaration of doctrines made by the Socialist party in the hope of winning a more general support from the American people.

Assuming as a major premise that "the overwhelming majority of the people of America are being forced under a yoke of bondage by soulless industrial despotism," the Socialist party proposes to remedy the condition thus depicted by affirmative acts designed to accomplish the following results:

"Abolition of the Senate and the veto power of the President.

"Adoption of Initiative, Referendum, and Recall, nationally as well as locally."

In other words, vest all power of legislation in the mass of the people, retaining only a semblance of representative government in the House of Representatives, whose members would be subject to recall. Under this system, as now practiced in Oregon, a majority of the votes cast throughout the country would enact any proposed law.

"Abolition of the power usurped by the Supreme Court of the United States to pass upon the constitutionality of the legislation enacted by Congress."

This would enable the majority of voters to pass upon the constitutionality of the laws which they themselves had enacted. The effect would be identical with that of the proposed plan to permit the people to recall decisions, but the operation would be less cumbersome.

"Abolition of the Federal district courts and the United States Circuit Court of Appeals. The election of all judges for short terms."

Thus virtually establish popular government on the bench as well as in legislative halls.

"Abolish the profit system in government work and substitute direct hire of labor or awarding of contracts to co-operative groups of workers.

"Establish minimum wage scales.

"Establish old-age pensions and enforce upon the State and all employers a system of insurance against industrial diseases, accidents, and deaths without cost to the workers.

"The immediate government relief of the unemployed by the extension of all useful public works. All persons employed on such works to be engaged directly by the government under a workday of not more than eight hours, and not less than the prevailing union wages. The government also to establish employment bureaus; to lend money to States and municipalities without interest for the purpose of carrying on public works, and to take such other measures within its power as will lessen the widespread misery of the workers caused by the misrule of the capitalist class."

A comprehensive program involving enormous expenditures of moneys whose sources are not indicated.

"Collective ownership and democratic management of railroads, telegraphs, telephones, and all other social means of transportation and of all large-scale industries."

Government ownership is understandable, but "collective ownership," even as defined by Jaures, has yet to be made clear to American minds. "Democratic management" of great organizations is wholly enigmatical.

"Collective ownership of land wherever practicable, and in cases where such ownership is impracticable, the appropriation by taxation of the annual rental value of all land held for speculation."

Obviously the question of "practicability" is here so transcendent as to render speculation as to method futile.

"Collective ownership and democratic management of the banking and currency system."

Again arises the Socialists' distinction between government and collective ownership. As stated, the proposition might easily be deprived of the word "system," which seems to be curiously lacking in co-relationship with either democratic or collective direction of fiscal business.

Such are the chief "measures of relief" which are offered by the Socialist party, not as an end, but frankly as only "a preparation of the workers to seize the whole powers of government in order that they may thereby lay hold of the whole system of socialized industry and thus come to their rightful inheritance."

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ALLISON WARE vs. UNIVERSITY OF CALIFORNIA METHODS

The Gridley Herald, in an able review of an address by Allison Ware, makes the following comment:

Rebellion against the ancient and potent mystery of university degrees and robes and a demand that university professors prove their claim to the right to say what shall be taught to the children in the public system of instruction, says the Chico Enterprise, are incorporated in a movement started among Normal school heads in behalf of the general public.

Allison Ware, president of the Chico Normal, has come forward with a demand that old high school methods and control of educational courses by universities must be done away with. He says that the dead hand has ruled the curriculum of the high school because of the time limit.

The idea that a university can enforce upon the children of California the notion held by a few of its scholastiscs that they must spend years upon certain dead languages and obscure mathematical treatises that might be put to use in expert instruction in domestic science or manual arts, or in the study by contemporary governmental problems and social movements, he brands as absurd.

"Let us place the control of secondary education back in the hands of the people," says Ware. "Let a competent commission, in touch with the needs of the hour, choose a very few subjects of study which shall be agreed upon as essential for every child, no matter what his or her talents may be, and let those subjects be acquired. Such a list would scarcely agree anywhere with the requirements now dictated by the university.

"All other fields of study should be made elective—the student should be encouraged to choose freely, and to go as deeply as he likes into the field, of finding which any line of study opens to his mind.

"The manner of giving a high school education would give to each student the greatest possible freedom to develop individuality—to grow. Its result would be that the university would in turn have to cater to the student the great needs of the living people, rather than as now, the university dictating unwelcome and unsuitable work.

"Stanford, a privately endowed university, has discarded the old wall of high school requirement. The University of California compels every boy and girl within the State who seeks education beyond the grammar grades to invest half, or more than half of their study years in subjects that are practically deadwood.

"We shall see a radical change," continues Ware. "We must live in our own century, and publicly financed education will not remain out of joint with the times."

This statement comes on the heels of the keynote given by President Burk of the San Francisco Normal when he proved by examination of 80 high school graduates that the majority of them were wholly unfamiliar with the most important movements of the world about them but that they were well posted on ancient history and mediaeval literature.

Their education, he found, applied to the practical affairs of a few centuries back. He announced this and published the evidence in the case.

It is predicted now that the legislature of the State will decide next winter to take the control of its high schools away from the university and shuffle the cards of secondary education for an entirely new deal.

Stammer?

My book "How to Stop Stammering," a treatise on "Scientific talking," direct to the point for "Home Treatment."

Write

M. L. HATFIELD

Principal of the Pacific School of Stammerers

1918 GROVE STREET OAKLAND, CAL.

N. E. A. LEADERS AT CHICAGO MEETING

(Continued from Page 7.)

Urges More Stress on Business Education

Longer and more complete courses in business education were advocated by the department concerned with that work by Ira B. Fee, superintendent of schools at Laramie, Wis., at the Congress Hotel.

"The course should occupy four years," he said. "It should not be regarded as a 'snap' course, and more emphasis should be laid on sending out graduates well qualified from standpoints both of culture and business efficiency. A wider knowledge is needed by business men than that sufficient merely to write legibly, spell glibly, and keep books neatly."

Seymour Walton of Chicago urged that the schools send out men qualified to serve not only as bookkeepers but as accountants. In the latter capacity he said they could be of far greater service to employers.

Baroness Talks to School Peace League

Baroness Bertha von Suttner of Vienna was the principal speaker at the session of the American School Peace League in the Auditorium Hotel in the afternoon. She was introduced by Dr. David Starr Jordan, president of Leland Stanford Junior University, chairman.

"The peace movement is a religion, a science and a warfare," said the baroness. "As a religion it deals with our duties toward God and man and appeals to all that is noblest in us. As a science it bases its arguments on history, political economy and the natural laws of evolution. As a warfare it rouses our energy for contest and victory.

"The powerful military spirit is again astir. You feel the peace spirit stirring in America more than we do in Europe, where militarism is more widespread and deep rooted. There the war institution is supported by the thrones, the schools, the press, and even the churches. Our hope lies in your help, and it is well founded."

Other parts of the program were addresses by Wilbur F. Gordy of Hartford, Conn., and orations by five Chicago high school students.

Life without industry is Guilt and Industry without Art and Education is Brutality—Ruskin.

Not that art of education is being neglected these busy days but sometimes you forget how much

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The Teachings of a New Jersey Schoolmaster, now a Candidate for President of the United States

The only permanent thing we have is change.

Everything that has ever happened in history has happened because a large number of men kicked.

I do not fear revolution. I do not fear it even if it comes. I have unshaken faith in the power of America to keep its self-possession.

I have no objection to the size and beauty and power of the automobile. I am interested, however, in the size and conscience of the men who handle it, and what I object to is that some of these corporation men are taking joy rides in their corporations.

While you are walking around with your hands in your pockets, whistling, thinking the world is going on as usual, there is a little group of gentlemen in some room, somewhere, putting up a job on you.

If you are ever tempted to let a government reform itself, I ask you to look back in the pages of history and find me a government that reformed itself.

That a peasant may become a king does not render the kingdom democratic.

We are not going to break faith with the past or with each other, but by the elements of perseverance we are going to get what we want.

We did not start out to show the world how those things that the world has always been doing could be done over again upon a slightly larger scale. That does not satisfy our ambition. That is not what America is for.

Western School Notes

The summer school at the State normal school, Santa Barbara, Ednah Rich, president, has a very large enrollment. Miss Rich gave up her work in the East and vacation to personally superintend the work.

* * *

The University of California summer session has the largest enrollment in its history.

* * *

The local Board of Education of San Luis Obispo failed to elect seventeen teachers at a recent meeing. The people petitioned for reinstatement but the board refused to rescind its action.

* * *

James Ferguson, principal of the Polytechnic School, San Francisco, was one of the leaders for a more democratic administration of the N. E. A. at Chicago.

* * *

B. W. Brintnall of the Pacific Teachers' Agency, Seattle, was shot recently by a man with whom he had quarreled over a timber land deal. The many friends of Mr. Brintnall will regret to hear of the tragedy. The newspaper accounts indicated that Mr. Brintnall was injured fatally.

* * *

The salaries of teachers in San Diego city have been raised ten per cent.

* * *

Pete W. Ross of San Diego, principal of the Washington school, has the co-operation of the Board of Education in building a model school. Mr. Ross' plans provide for play grounds, civic center, rest room and all the other equipments necessary for a model school.

* * *

Herbert L. Coggins, the famous lecturer on birds, finally caught one. He was married to Miss Hall of Berkeley on July 11. Miss Hall is a noted architect and builder. Mr. Coggins, when not lecturing on birds, is the literary repository of the publishing house of Whitaker & Ray-Wiggin Company. He has made the publishing department of the house a great success, and the Pacific Coast should appreciate the fact that authors like Joaquin Miller, President Jordan, Theodore Roosevelt and Herbert Bashford can secure a satisfactory publisher in San Francisco.

Inez Shirley and Margarite Hyatt were on the "City of Panama" when it was disabled July 6. With a party of friends they were on their way to New York, via Panama Canal. After returning to San Francisco the party spent a few days at the unique Hyatt bungalow overlooking the sea at Farallon, and sailed again on Saturday, July 13, for a second trial of around the United States, via Panama Canal.

* * *

A. J. McCloud, deputy superintendent of San Francisco, was one of the interested participants in the Chicago meeting of the N. E. A.

* * *

Louise McDermott, the specialist in school gardening, is spending her vacation with relatives in Omaha, Nebraska. Miss McDermott has achieved a national fame as a writer on agricultural topics for schools.

* * *

J. Frederick Smith, formerly principal of the Campbell high school, died at Santa Cruz on July 8. Professor Smith was a man of State-wide reputation as an educator.

* * *

Miss May Fitzgerald, a daughter of Mrs. M. M. Fitzgerald, passed the competitive examination for teachers with great credit to herself. She stood second on the list. Miss Fitzgerald is a graduate of the University of California, and in addition to her accomplishment in scholarship ranks high as a genius in music. Her clever performances caused her to be invited to give a recital in the Greek Theatre, and her marvelous playing attracted the favorable attention of musical critics.

* * *

A. M. Armstrong, formerly city superintendent of Vallejo, is making a vigorous fight to retain his position, and has appealed his case to Superintendent Dan White.

* * *

T. J. Penfield, principal of the Turlock high school, is securing legislation to create a State-wide produce commission. The intent of the laws to cut all of the evil of middleman and retain only the service of commission men as distributors. Mr. Penfield has a great work before him and if he succeeds he will have done the State a great and lasting service.

* * *

DeWitt Montgomery, formerly Superintendent of Sonoma county, has been elected principal of the Santa Rosa high school. This is an excellent selection as Mr. Montgomery is not only qualified as an educator but is a man who has high ideals of public service and lives up to them.

* * *

J. P. Kennedy of the Silver, Burdett & Co. has had an interesting literary career. He is a nephew of J. P. Kennedy, the first great novelist produced in the South, and will in a few years become possessed of the literary papers of his uncle, which have been sealed for many years. Among the papers is a collection of MSS. in reference to Edgar Allen Poe. Mr. Kennedy is the author of several historical volumes on Virginia and was for a number of years assistant to Librarian Spofford of the Congressional Library.

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The teachers engaged in public school work in Southern California were each invited by the Southern California Woman's Christian Temperance Union, to write an essay of nine to fifteen hundred words on the subject "The best method of teaching the Nature and Effect of Narcotics."

Mrs. S. R. Ferris, State Superintendent of Anti-Narcotics, had charge of the contest. A prize of twenty dollars was offered. A goodly number of teachers responded.

The judges were Mrs. E. C. Bellows, President of the Los Angeles Ebell Club; Prof. E. J. Lickley of the Los Angeles Board of Education; Mr. A. L. Hamilton, Superintendent of Schools, Pasadena; Mr. J. C. McGee, Principal of Thirty-seventh Street School, Los Angeles.

Their decision was unanimous. The essay gives evidence of careful thought and practical experience. It is to be submitted to the National, with the prize essays from other States, for their judgment. When it has passed this test, we hope to present it in full to our readers. The successful teacher was Mrs. Augusta C. Bainbridge, Principal of Petroleum School, Bakersfield, Kern Co., California.

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Book Notes

"Mouth Hygiene and Mouth Sepsis," by John Sayre Marshal, M. O., Sc. D.; J. P. Lippincott Co., publisher, Philadelphia; price, $1.50 net. The author of this text book has endeavored to meet the needs of the dental profession, of students of dentistry and medicine, trained nurses, school teachers, sanitarians, etc. The subject is one of vast importance to individual and public health, intellectual progress, and good citizenship. The book is the first attempt to put into available form complete information in reference to one of the most important parts of the human body. Mouth Hygiene certainly has an important place, and no matter how well educated a man is, if he does not know how to take care of his mouth, is lacking and is a failure as an educational human entity. This book will undoubtedly awaken a new and wide interest in the sanitation of the mouth and will place in the hands of the school teacher sufficient information to enable her to teach intelligently.

* * *

"Eric's Book of Beasts," by David Starr Jordan, Paul Elder and Company, publishers, San Francisco. Dr. Jordan in this book has created a volume that will live forever. Antiquarians a thousand years from now will go about in search for copies of it. It is sufficiently quaint and original to interest all classes of people. One of the quaintest verses in the book is

"Once a monkey in Japan vowed his destiny was
Man,
So he climbed up in a tree,
Then I saw him wink at me."

The author of "Care and Culture of Men," of "Evolution" and other volumes has given in these nursery rhymes a human side that will be appreciated by every one who desires to have the new, unique, quaint and curious. Be sure and get a copy of the book now and place it in the library and in a few generations it will be one of the curiosities of the age.

* * *

"Festivals and Play in Schools and Elsewhere," by Percival Chubb and his associates, Harper & Brothers, New York, publishers; price, $2.00 net. The title of this volume gives but a faint idea of how very complete it is as a practical handbook, plays educational treatise. It was the first book of its kind that enters into problems of festivals and plays.

After long preparation the authors, who have been leaders in the American development of festivals, plays, and allied arts, have completed the most comprehensive and authoritive work on this many-sided subject which we have had. It has been found impossible by any title to suggest the full scope of this volume. The word "festival," as comonly understood, does not cover the wide range of activities that are dealt with here. These varied forms of festival involve all the festal arts of drama and pageantry, song and dance, rite and ceremony; and these call for the lively co-operation of the minor arts and crafts, of the history, and of the folk lore and legend which are practiced or studied in the school. In short, here is a fruitful synthesis of the arts of civilization. Practical explanations and illustrations are given in the fullest measure. The authors of the book have worked out the problems of festival together as members of the Festival Committee of the Ethical Culture School.

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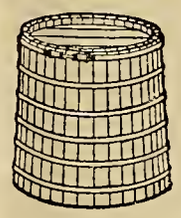

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CITIES AND TOWNS

(Population Census 1910)

San Diego	39,578	Watsonville	4,446
Pasadena	30,291	San Mateo	4,384
San Jose	28,946	Santa Clara	4,348
Fresno	24,892	Ontario	4,274
Alameda	23,383	Coalinga	4,199
Stockton	23,252	Colton	3,980
Long Beach	17,809	Oroville	3,859
Riverside	15,212	Chico	3,750
Bakersfield	12,727	Salinas	3,736
Eureka	11,845	Redding	3,572
Santa Cruz	11,146	Corona	3,540
Redlands	10,449	Ventura	2,945
Pomona	10,207	Orange	2,920
Santa Monica	7,847	Tulare	2,758
Santa Rosa	7,817	Glendale	2,746
Richmond	6,802	Hayward	2,746
Petaluma	5,880	Lodi	2,697
Napa	5,791	Porterville	2,696
Marysville	5,430	Anaheim	2,628
San Luis Obispo	5,157	Auburn	2,376
Alhambra	5,021	Madera	2,404
Monterey	4,923	Black Diamond	2,372
Hanford	4,829	Los Gatos	2,232
South Pasadena	4,649	Santa Paula	2,216
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Whittier	4,550	Paso Robles	1,441
Palo Alto	4,486		

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"The Life of Christopher Columbus," by Charles W. Moores, Houghton, Mifflin Co., publishers; price, 25 cents. This is a very interesting book on the Life of Columbus, and it makes a lot of information available for children.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XVIII. SAN FRANCISCO, AUGUST, 1912 No. 7-8

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, San Francisco, Cal., Secretary.

Don't Kill Enthusiasm

Good friends, sweet friends—namely, the trustees and the people of the rural and village schools of the golden state—let me pray you, don't kill **Enthusiasm.** Has your teach a generous enthusiasm for something? For a school garden, perhaps, or drawing, or plants, or music, or the collection of buttons? Don't allow its growth to be stunted or kill by the chill blasts of adversity. Don't blow upon it the breath of ridicule or cast at it the angular fragments of stern, practical common sense. For, it is a rare flower and when it grows in our yard we do not always recognize it or appreciate it until too late.

* * *

It Gets Things Done

For mind you, it is Enthusiasm that gets things done, that lifts impossible burdens, that climbs unsurmountable obstacles, that creates the new things that appear in this world. It is true there are many hard, heavy, practical tasks that must be done. Grindstones must be turned and ditches must be dug and dishes must be washed. But the spirit of Enthusiasm does not hinder or unfit us for all that; it carries us through it, teaches us new ways of looking at it, cheers and strengthens us, and sweetens the life of all who surround us.

Indeed, Enthusiasm is a rare flower, and a useful, practical and common sense one when we stop to look at the matter rightly. He who possesses it is likely to be of service to his kind; she who bubbles over with it is a blessing to the world.

* * *

Keep Off the Frost

Wherefore, my friends, I pray you shelter this rare and useful blossom from blighting weather. Don't let the frost cut it down.

And, when you find your teacher and your school all stirred up and filled with enthusiasm over something outside the regular grindstone work of the term; working at it outside of school hours, taking excursions about it, talking about it, dreaming about it—don't draw down the corners of your mouth and say, "Well, we don't want to make carpenters of those children, we want them to study their lessons"; or "They would do a good deal better if they'd stick to their books instead of gadding about all over the country"; or other sneering or critical comments of that kind.

> **THE FARMERS' CREED**
>
> I believe in clover, I believe in cow peas, I believe in soy beans, and above all, I believe in alfalfa, the queen of forage plants.
>
> I believe in a permanent agriculture, a soil that shall grow richer rather than poorer from year to year.
>
> I believe in a hundred bushed corn and in fifty bushed wheat, and I shall not be satisfied with anything less.
>
> I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience.
>
> I believe in the farm boy and in the farm girl, the farmers' best crops and the future's best hope.
>
> I believe in the farm woman, and will do all in my power to make her life easier and happier.
>
> I believe in a country school that prepares for country life, and a country church that teaches its people to love deeply and live honorably.
>
> I believe in community spirit, a pride in home and neighbors, and I will do my part to make my own community the best in the State.
>
> I believe in better roads. I will use the road drag conscientiously whenever opportunity offers, and I will not "soldier" when working out my road tax.
>
> I believe in the farmer, I believe in farm life, I believe in the inspiration of the open country.
>
> I am proud to be a farmer, and I will try earnestly to be worthy of the name.
>
> I believe in honest statements about crop yields and fine cattle and standard measures rather than mouth measures.
>
> I believe in a home that reverences God and does not slander a neighbor—a home where there are family prayers, and where the little ones say "Now I lay me down to sleep."

* * *

Practical After All

The fact is that this side issue, this fad, this hobby, this frill, or whatever else you choose to call the enthusiasm, does not detract at all from the amount of work that is done upon the regular branches of the curriculum. It is in addition to them and beyond them. It supplies a motive for work that the youngsters never had before. It is a more valuable part of education than grammar or arithmetic. It is really the soul of education while grammar and arithmetic are only its symbols.

It really doesn't make much difference what the particular hobby is, so long as it is genuine and unselfish. There are teachers who can fill a whole school full of eager delight in the pursuit of **postage stamps**—and that's about as dry and unpromising a topic as I can imagine. And the children learn a valuable lesson that year, even if they never see a postage stamp again. They have learned to work under the impetus of Enthusiasm. Its results perhaps abide with them through life.

* * *

Therefore Help it On

When God blesses your little school by giving it a teacher with an **Enthusiasm**—help that Enthusiasm on, encourage it, talk about it, ask about it, dignify it, in every way you can. It is worth while. It can do no harm and it may do great good. It helps young people to find themselves. Probably it will affect the whole future lives of more than one of them.

* * *

A Veteran Teacher

I had a good visit with Professor C. W. Childs the other day. He is very nearly the original schoolmaster of California. He is best known as the present of the San Jose Normal School, but he was teaching a California school more than fifty years ago. His first work was at Coloma, in El Dorado County, where Marshall discovered gold.

He has watched the whole life and development of our school system and he is lively and optimistic and cheerful as you please. It is a relief to talk to him after listening to the alarming and disquieting failures and crimes and shortcomings that are laid at the door of the school teacher by the institute orators. "Oh, yes," said he, "our teachers as a class are constantly rising in every way. They are vastly superior in training and spirit and in moral tone to what they were twenty and thirty years ago. I remember I once attended the teachers' institute in Yreka. The Brewery invited the teachers to visit it freely for complimentary beer. And you ought to have seen the instiute when it adjourned in the

evening? It made a hasty and unanimous procession to the Brewey! It would not be possible to find such a scene now."

* * *

Settled by Supreme Court

Diligent readers of this column will remember that many moons ago the State Board of Education, under the authority given by law to establish necessary regulations for the schools, prescribing four hours as the minimum school day for purposes of apportioning money. This was done on the theory that it was necessary to set some standard in order to keep selfish human nature somewhat within bounds.

This action was at once fiercely attacked by the great cities of the state because it would prevent them from counting the two-hour sessions of their night schools as equivalent in money drawing power to the full daily session of the regular school.

An action was brought before the Appellate Court in the City of San Francisco and a decision favorable to the city contention was rendered. This was appealed by the Attorney-General to the Supreme Court, where it was defended by the City Attorneys of San Francisco, assisted by the City Attorneys of Los Angeles. The case has dragged along until a few days ago, when the Supreme Court gave a sweeping decision, unanimously rendered, flatly knocking out the contention of the cities and completely upholding the power of the State Board to establish the rule in question. This would seem to settle this question.

* * *

Lost Her Automobile

How would you like to be a county superintendent of schools and buy a nice, new, smart Buick automobile in which to visit your schools and then have it stolen and run away with clear across the state? That is what happened a short time ago to Miss Florence Boggs of Stanislaus County. She was obliged to console herself poetically by exclaiming "'Tis better to have loved and lost than never to have loved at all." Sad as the matter was, it would have been worse not to be a county superintendent and not to have an auto.

Besides, Miss Boggs recovered the machine through the officers at Richmond. Yes, Richmond is in Contra Costa County, but it turned out that Superintendent Hanlon had nothing to do with it. He has a machine of his own already. It was two irresponsible boys who made the trouble. There, now, what did I tell you? If the school teachers did their duty boys never would steal!

* * *

Going to Milk

Speaking of Superintendents and automobiles reminds me of a stupefying spectacle I beheld the other day in Mendocino County. Superintendent Babcock is an enthusiastic motorist. He also owns a cow. He keeps the boonie in a pasture about two blocks from his house and milks her himself, every morning and evening. It is a sight for sore eyes to see the dignified superintendent go out with a milk bucket, get out his elegant machine, drive down the street a hundred yards, climb over the fence, get his milking stool and proceed to extract thirteen cents' worth of milk from a forty dollar cow—with a magnificent automobile, costing not more than a couple of thousand dollars, waiting for the output!

True, gasoline costs two bits a gallon and is still going up. But Mr. Babcock says that cow gives splendid good milk.

He is teaching the cow to come up to the gate with a pleased expression at the honk of a horn, and thinks she will be worth two hundred dollars then. Besides this, he is figuring on carrying the milk around the block until the oscillation of the machine churns it into butter.

* * *

California's Loss

Another good man gone, snatched away from us by a better job. It is Professor Lee Emerson Bassett, one of our gentlest, kindliest and best loved institute workers. He has been in the English department of Stanford University and he goes to a position in the University of Washington at Seattle. His renderings of the Idylls of the King and Hamlet were among the most scholarly, inspiring and educative things that have ever been given to our institutes. One of our weak points is in not getting our boys and girls to read and talk distinctly, sympathetically and in a way to be understood and appreciated. Hence his loss is peculiar. Perhaps he will be drowned out in the perennial rains of Seattle, however, and return.

* * *

Manual Training on Wheels

C. H. Meadors, in Riverside County, is showing how to take industrial education into the rural schools. He is a trained teacher in manual training, and he owns a motorcycle. He makes a contract with four or five districts, from five to twenty miles apart, to give them each a full day of his time. What's fifteen or twenty miles to a motorcycle? Nothing—it can go that far in twenty minutes. So young Meadors speeds on his way rejoicing. His salary does not amount to much for a district when it is divided by five. A year's supplies cost about three dollars per pupil. Full equipment of benches and tools costs about thirty dollars per bench—but each bench is used by several pupils each day. Great possibilities in the idea.

* * *

Think About It

In case the free text book amendment carries at the November election—and it seems likely to do so—many important questions will come up. It is well for everybody to think about them and discuss them beforehand.

For instance, if the state furnishes free books, how shall they be distributed and put into the hands of the children? Through the county superintendent, the trustees or the teachers? Who will pay for the clerical labor of handling the books? In furnishing free books shall the children be required to use the books they already have or shall every child be supplied with an entire new outfit? The answer to this question will make a difference of a quarter of a million dollars. Shall the books belong to the children individually, or to the school, to be passed along from one child to another? How shall the sanitary question be met?

These are practical questions that must be answered. Now is the time to speak, not six months from now.

SLOYD AND COOKING AND SEX

There is to be built what is paradoxically called an "open air school house" in Los Angeles, California. The open air part consists in two available roof spaces, one thirty-seven feet by thirty-five, for recreation, one thirty-seven by twenty-six, for study; and also of an unusually large supply of windows in the various rooms, so that the sides shall be practically open. All this is good, excellent, a long step in the right direction.

In other directions, however, we find this up-to-date school not stepping at all but tied to the post. The boys are to be instructed in "sloyd," we are told, the girls in cooking. The boys are to have manual training in various crafts, for the sake of the mental and physical development involved. The girls are to be taught to cook, because they are expected to be cooks.

We can hardly claim any high educational value in the practice of cooking, else we should find evidences of higher mentality and dexterity in the kitchen professionals who fry our food and break our dishes. If, however, this claim is made; if cooking is so taught in the schools as to develop hand and eye and brain together, then why discriminate, why not teach it to the boys?

The educational claim is not heartily advanced or capable of support. Girls are taught cooking as a preparation for their future labors. In the same building, in the same grade, our boys and girls come under two different systems of education; one the manual training system, one the trade school.

Both these have their defenders, but why thus divide on lines sex?

If the little boys must learn their trade at school, why not the little girls? If the little boys are to be trained for general efficiency, why not the little girls?

—Charlotte Perkins Gilman,
in "Forerunner."

MONTARA BY THE SEA

The way to get rich is to secure property near a large city and then wait. The next three years will record over two hundred millions of dollars spent in San Francisco in connection with civic improvements, and the World's Fair. The Montara Company is building a town within 50 minutes' ride of the civic center of San Francisco. Water System, Sewer, School Houses, Churches, Club House, etc. Special bargains for sale in acre lots, business lots, residence lots, etc. School teachers may buy with nothing down and $5.00 per month. Now is your opportunity. Write to Montara Realty Co., Harr Wagner, President, 324 Phelan Building, San Francisco.

Great Educational Changes

The County Superintendent of Schools in San Diego has joined the ranks of those working actively for a radical change in the curriculum of the public schools. The idea in the mind of Superintendent Hugh J. Baldwin embraces nothing new. The fundamental principle is that too much time and effort are spent upon ancient history, classic myths and language, and too little time on things of practiacl value in fitting a young man or woman to win a successful way in life.

There might be included in this revolution the giving up of other things than history, myths and dead languages. There are some very live sciences on which just as much time is just as badly wasted as in the antiquities referred to above. For the average boy or girl in America at the present day there is little practical use in spending time upon any science with the exception of physiology and hygiene.

This revolution as we understand it does not aim at the entire exclusion of the history of any period of the world, the exclusion of any language dead or living, or of any other important branch of human knowledge. The proper conception of this change is summed up in the early differentiation of the studies of pupils founded upon their capacities, tastes and opportunities to glean in the broad and fruitful fields of knowledge. By the time a boy or girl becomes 13 years old it should generally be possible to determine where his or her tastes run, what their total opportunities for schooling shall be, and what shall be their vocation in life.

These facts being determined, the rest of the time devoted to school work should be given up to the fitting of the pupil for the work of the mature years of life. The professional person will naturally seek an opportunity to learn all possible, not merely of the language and history of ancient nations but also of their myths and literature. The teacher, lawyer or statesman or the preacher can scarcely know too much of these things. But such studies are utterly out of place and practically useless for the farmer, the mechanic, the merchant, the banker or one in any other plain vocation in life. As to the sciences, practical chemistry and geology should be very useful to the tiller of the ground in any capacity.

The objection to be raised to the new curriculum is that it will narrow the vision and cramp the mind of the coming generations. This need not necessarily be so in the future any more than in the past. The average requirements of the public school pupils in dead languages or the history of dead empires has not been broad enough to widen their vision very much. Then it is well to remember that the departure from school is called Commencement Day. That is the end of schooling and the beginning of life, and there are all the mature years of life for the man and woman to broaden this field of vision by reading books easily at hand in every community in America.

This last sentence raises a most important thought about education. That process is not one of cramming the mind with facts but of developing the powers of the mind. The young person who in school is taught how to think clearly and how to study properly can leave school long before the majority is reached, and acquire personally a thorough knowledge of any branch of learning desirable, indeed to the extent of many branches.

GOOD TRAINING

"When I was a growing lad, and came upon many words in my reading that I did not understand, my mother, instead of giving me the definition when I applied to her, uniformly sent me to the dictionary to learn it, and in this way I gradually learned many things besides the meaning of the individual words in question—among other things, how to use a dictionary, and the great pleasure and advantage there might be in the use of the dictionary. Afterwards, when I went to the village school, my chief diversion, after lessons were learned and before they were recited, was in turning over the pages of the 'Unabridged' of those days. Now the most modern Unabridged—the New International (G. and C. Merriam Co., Springfield, Mass.)—gives me a pleasure of the same sort. So far as my knowledge extends, it is at present the best of the one-volume dictionaries, and quite sufficient for all ordinary uses. Even those who possess the splendid dictionaries in several volumes will yet find it a great convenience to have this, which is so compact, so full, and so trustworthy as to leave in most cases, little to be desired."—Albert S. Cook, Ph. D., LL. D., Professor of the English Language and Literature, Yaye University.

THE MONTESSORI METHOD

That weak-minded children taught by the Montessori method are able to pass an examination in reading and writing with normal children; that the smallest youngsters learn to write in marvelously short time and go into a frenzy of delight when they find they have mastered the art; and that the teacher plays an entirely new role in the direction of the school. These are notable facts reported with regard to the educational system of Dr. Maria Montessori, the Italian physician and teacher, whose experiments have aroused great interest in this country.

In a bulletin just issued for free distribution, the United States Bureau of Education seeks to make a conservative, impartia study of the new system, pointing out the principles and methods which really distinguish it from all others. It is shown that the system has in effect developed out of the elaborate modern science of child-psychology, based upon the work of Wundt, in Germany.

In essence the "Montessori method" is a system of self-education for young children; of education through the principle of child liberty. "Toward single individuals, one by one observed, education must direct itself," says Dr. Montessori. In her system the teacher, instead of teaching and correcting, merely observes and directs. Hence she is called the "directress." Needless to say the personality of the "directress" is of fundamental importance.

The Montessori method was first used extensively in the so-called "Children's Houses" (case dei bambini) which form part of an attempt to solve the housing problem for the poor in Rome. Mothers who go out to work by the day leave their very young children behind in the model tenements. Dr. Montessori was invited to undertake the organization of "infant schools" in these tenements, and it was here that her methods had their first test with normal children.

American educators who have investigated the work in actual operation tell of many interesting features. The children appear to be left entirely to themselves, yet order in the best sense prevails. To a large extent each pupil is found engaged according to his natural interest. At certain times there are games in common. In the game of "silence," the children exert themselves to see how absolutely quiet they can be. The result is thus told in Dr. Montessori's own words:

"It seems as if life gradually vanishes, and that the room becomes, little by little, empty, as if there were no longer any one in it. Then we begin to hear the tick-tock of the clock, and this sound seems to grow in intensity as the silence becomes absolute. From without, from the court which before seemed silent, these come varied noises—a bird chirps, a child passes. The children sit fascinated by that silence as if by some conquest of their own. 'Here,' says the directress, 'here there is no longer any one; the children have all gone away.'"

A typical Montessori program consists of informal conversational periods; lessons with short rest intervals between; games, both free and directed; simple gymnastics; clay-modeling; collective singing; inspection as to personal cleanliness, etc. Music, poetry and dancing are used to develop the child's rhythmic sense. It was found that after the children had learned dancing they ceased instinctively the ugly jumping they had been in the habit of doing. Although Dr. Montessori borrowed many of the ideas and exercises for her system from Froebel, as she frankly admits, her method lacks the touch of mysticism and the symbolic elements of the kindergarten. The material used, much of which was invented by her, is carefully devised to promote muscular coordination and sense perception, the two directions of functional growth in young children.

Several American educators have been abroad stdying the work in the Montessori schools, and some attempts have already been made to introduce the system into this country. It is likely that other attempts will be made in the near future.

* * *

Detailed outlines of a normal course for rural school teachers in nature stdy, elementary agriculture, sanitary science, and applied chemistrty are contained in a monograph entitled "A Course of Study for the Preparation of Rural School Teachers," which the United States Bureau of Education has just published for free distribution. The authors are Messrs. Fred Mutchler and W. J. Craig, of the Western Kentucky State Normal School. The following paragraphs consist of brief excerpts from the cook:

"The rural school has not the influence

that it should have. One of the chief reasons lies in the fact that the course of study is ill-adapted to rural life in all its relations. We are united in believing that a school must train its pupils for life and its work while these pupils are living and working. The course of study taught in the rural school today is entirely too much like the course that is taught in the city school. The country school will not reach the position of efficiency that belongs to it until a distinctive training is required of its teachers.

"A State normal school should prepare a large number of teachers to go out into the rural districts, there to be potent factors in bringing about the best rural life. The rural child is entitled to a course of study and to a course of instruction that will dignify and enrich his life and make life for him in the rural environment, should he choose to remain there, not simply tolerable, but glorious. It is possible and right, and indeed a duty, to dignify rural life, and to save to it and its interests the best blood of the country.

"To prepare teachers who can meet this demand, the following course of study and training is proposed: The first year is largely given to distinctively rural problems and interests; the two succeeding years turn more toward general scholarship, in order that those taking the entire course may be able not only to teach rural schools but to enter largel fields of usefulness."

After indicating the cultural branches which should be possessed by the rural school teacher, the authors continue:

"It is now quite generally conceded that the following subjects are necessary for the proper training of rural school teachers: Nature study, elementary principles of practical agriculture, sanitary science and hygiene, domestic economy, and practical problems in elementary chemistry and physics as applied in the study of these subjects. The formal training of most country boys and girls ends with the rural school course. A fundamental knowledge of the foregoing subjects is certainly a minimum to require of the teacher who trains them for the lives that they must lead."

The outlines of the special courses named are then discussed in detail, accompanied with detailed outlines of the ground to be covered, and the manner in which the several courses should be treated.

"A Course of Study for the Preparation of Rural School Teachers" will be sent free upon request to the United States Bureau of Education, Washington, D. C.

WHAT ONE SCHOOL TEACHER HAS DONE

What a Los Angeles woman did as side lines while teaching in the public schools:

Established bee farm, becoming an authority in apiculture.

Studied stenography and shorthand.

Took music lessons.

Developed 10-acre walnut ranch, marketing own crops.

Designed, superintended and furnished own 16-room house.

Became part owner of lumber yards in California.

Bought automobile to aid her in taking care of growing business enterprises. Takes care of own machine.

Became own housekeeper, growing flowers, cooking and sewing.

As school teacher never missed an hour in 10 years.

Found extra work no strain on her health.

Had time left for pleasure trips and attended best musical entertainments coming to Los Angeles.

Dedication of John Swett School

Address of Alfred Roncovieri, Supt.

Education in the United States is regarded as something organic—something belonging essentially to our political and social structure. Daniel Webster announced, in his clear and incisive manner, this necessity that appertains to the American form of government. He said: "On the diffusion of education among the people rests the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of the government, from their carelessness and negligence, I confess I do apprehend some danger. I fear that they may place too implicit confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be the dupes of designing men and be the instruments of their undoing. Make them intelligent and they will be vigilant; give them the means of detecting the wrong and they will apply the remedy."

We are making the experiment of self-government—a government of the people by the people—and it has seemed a logical conclusion to all nations of all times that the rulers of the people should have the best education attainable. Then, of course, it follows that the entire people of a democracy should be educated for they are the rulers.

To us government is no longer a thing to be opposed, evaded or defrauded. We are the government. Whoever defrauds this government defrauds us, every mother's son of us. Whoever evades the law of our government is refusing to deal fairly with those in whose partnership he is, and with whose weal or woe his own weal or woe is inseparably wrapped up. Whoever opposes this government of ours is opposing the welfare of every living man or woman, himself included. Government is no longer a something distinct and aloof; we are it.

A free, sovereign people must be essentially an intelligent people. We speak sometimes of educated leaders. In these days, however, we are coming more and more to realize the need of educated followers as well. Our leaders somehow need the moral influence of the presence about them of intelligent, thinking masses in order to make it possible for them to attain to the highest results as leaders.

Aristotle was able to state pretty clearly the notion that a democracy calls for general intelligence. He puts it thus: "And since the State, as a whole, has but one aim, it is evident that the political education of all the citizens ought to be the same, and that the political education of all the citizens ought to be the same, and that this is a matter for the State to attend to, and not to be left to individual caprice."

We need, therefore, to guard more carefully than ever the democratic spirit of our educational aim. We need to remember constantly that, after all, we are equal citizens of a free country, and that it should be our constant purpose to open the way for equal opportunity to all in all walks of life; that our schools, therefore, should afford training for all classes and all individuals to pursue any career for which they are particularly fitted. The establishment of trade schools for the children of people in particular trades as is done in European countries is undemocratic, because it tends to stratify society; it tends to make and perpetuate trade classes. I have no sympathy, therefore, with the demand sometimes made that the children of a mechanic should be put to industrial studies, while the children of a lawyer need not be. Mechanical and industrial training should be open to all, whatever the social class from which they come; but it should be open as a special means of yielding that all-round education which every boy and girl should receive, and not for the purpose of enabling or encouraging the mechanic's boy to be a mechanic, the grocer's boy to be a grocer, or the lawyer's boy to be a lawyer.

Over and above all, the general and most important aim of any school is social service.

Today we dedicate another new school house. It is a momentous event in the history of any community, but it is particularly so at this time in San Francisco. It means the preparation of those who shall build the Greater San Francisco. The growth of the Pacific Coast in the past fifty years is a marvel. The rehabilitation of San Francisco is hardly less than a miracle, yet this is but the beginning of our greatness. We live in an age full of great things. World-wide the course of Empire takes its way and is now touching our Western shores. We are destined to be one of the greatest industrial cities in the world. What makes a great city? The resources of the country back of it and above all the intelligence of the people who develop these resources. For manufacturing we must have raw material, power and skill. No State in the Union is richer in its natural resources and possibilities than California. We have climate from the semi-tropic to the north temperate, from the olive and orange groves to the pines and redwoods. We have undeveloped mineral resources. Even in our deserts is stored the wealth of ages deposited by seas long since evaporated. Our nitrate beds are the richest in the world. We have salt and borax for centuries to come. We are rich in mercury, copper, silver and gold. Great are our possibilities in

lumber, fruit, grain and livestock. We now have power in abundance. Our great oil fields will yield the heat for smelting our minerals. Our mountain streams will give the cheapest power for turning our machines. We have yet untold acres to be reclaimed from the desert and the swamp and from these a wealth of raw material will be poured into the lap of San Francisco. Skill of hand and brain are demanded for the elaboration of these raw materials.

Parents and friends, do you want your children prepared for their part in the great work of the new San Francisco? Then awake to your responsibilities and to the demands which modern education puts upon the home. Send your children regularly to school. Send them in proper condition of body and mind for each day's work. Provide them with proper home conditions for study. Train them in habits of regularity and punctuality. Teach them to respect their teachers as their best friends. Parents, be partners with the school and your children will have a hand in the building and a mind and soul in the enjoyment of the Greater San Francisco.

The people of this district are to be congratulated on having as Principal of this school one who has ever shown a deep interest in her work and in the welfare of the children under her charge.

This school is to be placed under the able control of Mrs. FitzGerald and as capable assistant teachers as can be found in any community of our country. As Superintendent of Schools I have every confidence in Mrs. FitzGerald's ability and discretion as a principal. We intrust the management of this school to her with confidence, that from it will go forth well grounded pupils fit to acquire in after life that perfect education which the public school only begins.

At this time you and I can join in no higher wish than that the boys and girls who shall be here educated, may grow up into noble men and women, and be living monuments to the wisdom and generosity of the people of San Francisco who have caused this building to be erected and dedicated to the caused of education.

I assure you that as Superintendent of Schools, I will ever be watchful over the best interests of the San Francisco Schools and the children who attend them, and I ask from you in return most hearty support in all that is good and great for the upbuilding of our city.

In the name then of Education, of morality and order, of respect for law, progress and prosperity, which general education promotes, let us here and now, in the name of Almighty God, dedicate this future temple of learning to the spirit of American intelligence and liberty.

The Baldwin Teacher's Agency
D. T. BALDWIN, Manager
SAN ANTONIO, TEXAS

Teachers wanted for desirable positions at good salaries in the Southwest. If available, write us at once.

Final Examinations

How One County is Trying to Solve the Problem

Once upon a time, in the long ago, the writer, then much younger than now, took charge of the second school in Tehama County. Following the practice then very much in vogue, and unfortunately, as we see it, too much in vogue, and unfortunately, as we see it, too much in evidence after these many years, the regular stated monthly and final examinations were made part of the schedule. It did not take long, after a loss of much valuable time, and much wasted energy on part of both teachers and pupils, to convince us that the stated written examination as usually given is illogical, unpedagogical, and terrifically wasteful all along the line of energy. In the first place there is no logical reason why an examination should be given on every fourth Monday in history, for instance, regardless of the work being done in that study. Probably Friday saw the class in the middle of some important campaign. Or, in geography, the work was half completed about some particular country, or the grammar lesson left the class in the midst of pronouns. But it is the stated time for the written examination, so it is given. How much better, more reasonable, and of far greater educational worth to complete the Civil War, or Lady of the Lake, or Nouns, or Mexico, then give a simple test to see just what the class is getting that will be of value, rather than trying to see how many generals, long names, dates, etc., he has stored in his mind. Why should a test be given in all subjects at the same time?

So the plan was soon adopted of giving such written tests at any time, regardless of the time of month, or other studies. So it came to pass that frequently we had more than one such test in some subjects, and none at all in others during any given interval. Then the plan was adopted of granting promotion in all lower grades to all whose term work was satisfactory, and a general average of 85 was made in all work, oral and written. Those who fell down during the term were given a final examination, chiefly as a matter of form, to quiet those careless parents who wake up during the last week of school and realize that the work done by their child was weak; this despite a monthly report sent to the fond papa and duly signed by him.

The regular examination leads to poor work on the part of children, inasmuch as they know that at a certain time such a test will be given, and they depend too largely upon cramming the last few days in preparation for the test. Not only so, but many children soon find that there are certain questions that their teacher is apt to ask, so they prepare for such and such only. Then how often the teacher has done most excellent work, and had high hopes of the class, only to find that the entire class seemed to have grown most densely ignorant, and utterly failed on the written work? And again, how frequent it is that some lad who is naturally apt, but who wastes much of his time, is able some way to pass quite a creditable written examination and yet have done a minimum amount of work, while some conscientious fellow, who actually has done far better work, is a much better scholar, yet through nervousness or other cause he falls far below in the written work.

But to return. We found this plan resulted in far better results, better work was done, as every day counted, rather than the feverish spurts, and we soon built up strong classes. But all of this time the time the final work was passed upon by that august and terrible body, the county board of education. With the promotion from the grades we had nothing to do. Here, again, the results were not what were expected. Pupils passed, and went into the high school whose work was weak, and who soon failed to do high school work, and fell out. Others there were, whom we expected to pass yet when the credits were footed they failed. The last year of the elementary work was devoted largely to review and more review.

For a long time the county board felt called upon to exactan examination in every study ever pursued in the school even if that study had been laid aside in the lower grades. So we had to go over the entire course to see if there was not some thing lurking in some dark corner which might spring out at the county examination.

Let it be known right here that what is said of the county board is not personal, and yet is personal, as the writer has spent many of these years as one of that board, and one of our first fights was to eliminate the work that had been completed down the line, and after some vain attempts, this was done and the number of subjects for examination reduced from fifteen or more to nine or ten, finally, we succeeded in getting the entire examination to be based upon the work belonging legitimately to the last year, and this was the rule followed for some time.

Still all these years, it was felt that even this was not the fairest test that might be given, children came from rural schools into the towns, strangers, and full of fear. They were timid about asking any information on any question not understood, for three, four, or more days they pored over questions worded differently from any they were accustomed to, and too often they failed. And too oftener rather than face such a trial, they did not go and enter the race. Then the expense to these children was considerable, car fare, stage fare, room and board for a week, etc.

Several attempts were made to get the board, which unfortunately was continually changing, and new members had to be trained up to what the older members were trying to do, to try some new scheme, and finally Tehama adopted a plan which the first year was about as follows:

In those districts within the two union high school districts, where the teacher had taught two or more years, eighth grade pupils would be granted a diploma of graduation without examination when such pupils were recommended jointly by the teacher (or principal), the high school prin-

cipal and the county superintendent. All others were required to pass the regular examination.

As the author of the plan, which was barely passed by three votes, the other members holding that the board was being unfair to the other children, we holding that as it was an experiment, and we were asking no more from the other children than had been asked, no injustice was being worked. The two year proviso was the bone of much opposition but we held that it would work both ways if adhered to. The teacher would be more capable of determining the actual ability of the pupils after a year's probation, further it would tend toward making the position of the teacher more secure, as districts would hesitate about changing when it meant that their school would be taken off the list. As a matter of fact we know of more than one teacher who was retained the year after this was adopted solely because of this clause. Yet, strange as it may appear, this very section was the one most objected to by many of the teachers themselves.

We had found after years of experience that the relations between the high schools and the elementary schools were not what they should have been. The teachers of the latter seldom knew what the high school was doing, and the high school teachers failed to appreciate the difficulties under which the lower grades were working. Further, too often pupils who had miserably failed in the final examination and who should and generally would have attended the grammar school another year, were admitted to the high schools upon probation, usually to fail within a short time, and then refuse to go back to the grades and so leave school entirely. By requiring the high school principal to unite in the recommendation it was hoped that they would visit the schools in their districts, meet the teachers, become acquainted with the scholars, and thus bring about a closer relation, get the children familiar with the aims of the high school, and the teachers to realize what was expected of those who entered, and at the same time lead the youth to desire to attend. We are glad to note that while this part of the rule was in effect it did result in several visits from the principals of the high schools, and personally we favored the retention of this clause.

Then by asking the superintendent to pass judgment, we hoped that the standard throughout the county would thus be maintained, and while it is not possible for the superintendent to make very close study of the many schools, under existing conditions, naturally, that official would take more notice of the work of the last year than otherwise, so we found that the superintendent is quite able to size up the many pupils throughout the county.

Now as to results. This rule included the two largest town schools, and probably 75 per cent of all those who were in the eighth grade 99 were given diplomas of which 66 were granted under this rule. This was a larger number of diplomas than had ever been granted prior to that time, without noticeable increase in the number in the grade.

So well pleased were we with the results that the following year this same plan was followed, and as several teachers were retained for the second year, the number who came under the ruling was much larger than the first year. In addition to this, for all districts lying outside of the high schools we adopted the following:

In such schools the eighth grade pupils who were recommended by both the teacher and the superintendent, and whose monthly reports as filed with the board, together with satisfactory replies to tests sent out from time to time, would be granted diplomas without final examination. A form for monthly reports was made and each teacher filled it out showing what work had been done during the month, the standing as she rated them and any other data called for. These reports were kept on file and compared month after month. From time to time sets of questions were sent out, not as formal examinations but rather to ascertain the general knowledge, the breadth of mind, originality of thought, etc. The following in geegraphy and history will serve the chief benefits from this war? 1.—Give all the reasons you can why Jackson was popular with the common people. 8.—What was the immediate cause of the Mexican war? Was this the true cause? Why? Give an account of the differences between Mexico and Texas prior to this war. 9.—Suppose you had lived in 1852 and had read Uncle Tom's Cabin, what effect would it have made upon you? Have you read any book on the opposite side of the slave question? If so, what did it say about this matter? 10.—Read all you can outside of your text book about the Kansas trouble, and tell what you have learned new.

Geography (ten days for this paper. Read all you can, secure all outside information, then write without any aid.) 1.—If you were given a free ticket to visit but one country of Europe, which would it be? State your reasons fully. 2.—Compare China of today with China of fifty years ago; as to to illustrate:

History (ten days given for this paper. Pupils at liberty to get any help possible, but the final paper to be written by the pupil after gaining all outside information. 1.—Compare the ways of living in 1789 with the ways of to-day. 2.—Take a personal journey from Boston to Philadelphia in 1780 and describe it fully in the first person. 3.—Why did the people sympathize more with France in 1899 than with England? 4.—Explain the relation between the Louisiana Purchase and the steamboat. 5.—Why did we not go to war with France in 1812? 6.—What thinks about the war of 1812 would show we won very little? What were government, customs, etc. 3.—Tell all you Panama Canal. Tell of the work now being can about early attempts to construct the done. State the general results which should come from its completion, especially to California. 4.—Mrs. Brown has just returned from a six-year sojourn in the Philippines. She told you her experiences, about the people, the climate, etc. Tell her story just as she related it to you. 5.—Tell all you can new about California under the following heads: early history, mining, agriculture, climate and its influence, influx of people at different times, mountains, resources, general outlook for the future.

Many of the papers submitted were far above the expectation of the board, while others showed evidence that the writers were beyond their depth and did not belong in the grade. These papers were not closely graded by per cent but were read carefully and then classified into three groups: those showing average or exceptional merit; those showing poor work and those which were between these extremes. In most of the cases the results measured up well with the reports of the teachers. In a few cases pupils who were ranked high by the teachers fell down completely upon these tests. As every opportunity was given, the board felt that these papers should be even better than any regular examination, and so when they fell far below, the writers were classed as failures. All such were asked to take the final examination, or rather to remain and take another year.

As to results: This last year we granted nearly 125 diplomas, far more than ever, and but two of these were upon the final examination, out of about 30 who took the examination, several of whom did not belong in the grade. So it is seen that a larger number completes the work under this plan than under the old way.

We are not ready to admit that we have solved the problem, as there still remain many obstacles. One of these is the lack of supervision in the rural sections. The one visit of the superintendent is not enough, and our superintendent felt it necessary in order to do her part of this work to visit some of the schools more than once. A second is the wide range of markings by different teachers. Many, like too many parents, imagine their children are better than they really are and so mark high. Such teachers ask leading questions so the answer is forthcoming and then think their charges are brilliant. These are they who pass entire classes of 30 to 50 with 95 per cent average for each and every scholor in each and every study. To us, such children are prodigies, for rarely would over 10 per cent of our classes average such, and if the majority of the class ranked from 80 to 90 we considered them excellent workers.

Such teachers need rigid supervision, and need to come in contact with other classes, and for such a visiting day now and then will prove a revelation.

A case in point. One teacher in her monthly reports ranked two girls exceptionally high. Upon our tests these two displayed gross ignorance; the superintendent would not give them her recommendation, and on the final examination they failed miserably.

Many parents do not yet seem to understand what we are trying to do, and are unreasonable in their censure of the board as well as of the superintendent. Such parents are they who exert pressure to have their

children promoted year after year, and too often teachers yield, passing along weaklings who finally reach the end and fail.

Against the judgment of the writer, the plan for next year has been modified so as to eliminate what we consider strong points in our past plan. No requirement will be made relative to tenure of teacher, thus giving the new, untried teacher as much to say as the tried teacher. The high school principals will not be expected to give sanction as heretofore, thus returning to the older order, and that too, as these men were beginning to enter into the spirit of the work. The written tests of all eighth grade pupils of the county, placing the city school with supervising principals (for unfortunately, we have no independent city school systems), upon the same footing as the remote country district. This we personally hold is a weak point.

Quarterly reports, rather than monthly, will be required from all the pupils of the grade rather than as heretofore.

This then is what Tehama county is doing in an endeavor to make the graduation fairer to all, and while we admit many defects and weaknesses, we feel that so far the results have justified the experiment, and that from almost every viewpoint the general results will be better. Much, however, will depend upon how faithfully teachers fall into line with this plan, and cooperate with the board rather than oppose the scheme.

J. D. SWEENEY,
Tehama County Board of Education.

DEDICATION AND COMMENCEMENT EXERCISES, JOHN SWETT GRAMMAR SCHOOL, JUNE 27, 1912, 1:30 P. M.

1. Flag Salute, Pledge, and Star-Spangled Banner.—Seventh and Eighth Grades.
2. Dedicatory Addresses.
   Dr. A. A. D'Ancona, President Board of Education.
   Hon. Alfred Roncovieri, Superintendent of Common Schools.
   Mr. D. R. Rees, President Hayes Valley Improvement Association.
   Address of Acceptance on Behalf of the Board of Education.—Col. James E. Power.
3. Class Presentation.
   Mrs. M. M. FitzGerald, Principal John Swett Grammar School.
4. Boat Song.—Graduating Class.
5. Salutatory.—"Our Shack and Our Palace but Our School Always."—Florence Olson.
6. The Arrow and the Song—Graduating Class.
7. Whittier's Home and Home Life.—Evelyn Forsyth.
8. Gems from Snowbound—Graduating Class.
9. God Ever Glorious.—Graduating Class.
10. Grant and Lee.—Stanley Ased.
11. Carmena Waltz Song.—Seventh and Eighth Grades.
12. Folk Dances.—Eighth Grade Girls.
13. Reading from Julius Caesar. "Honor Is the Subject of My Story."—Richard Barry and Tullis Strong.
14. Out on the Deep.—Graduating Class.
15. Quarrel Scene from Julius Caesar.—Leslie Olson and David Cohan.
16. Sextette from Lucia.—Seventh and Eighth Grades.
17. Awarding of Diplomas.
    Dr. A. A. D'Ancona, President Board of Education.
18. Awarding of John Swett Medals.
    Mr. John Swett, Founder of California Public School System.
19. Awarding of Bridge and Denman Medals.
    Hon. Alfred J. Roncovieri, Superintendent of Schools.
20. Addio, Napoli—Graduating Class.
21. Valedictory—Our Civic Center and Our City Beautiful—Wallace Thatcher.
22. San Francisco Evermore—Seventh and Eighth Grades.
    America.
    Reception to Mr. John Swett.
    Congratulatory Addresses.
    A. J. Cloud, Deputy Superintendent.
    Joseph Leggett, Esq.
    Mr. Albert Lyser.
    Thomas Hayden, Esq.
    Mr. Thomas Roesman.
    Mrs. M. M. FitzGerald.

Miss Estelle Carpenter was in charge of the musical program and Miss May FitzGerald accompanist.

* * *

Ripon, Cal., July 10, 1912.

Editors, "Western Journal of Education," San Francisco, Calif.

Gentlemen—Though holding no closer relation to the school system of California than that of wife of the clerk of a small school district, I beg to differ with you in regard to the subject of "whether or not the teacher should live within the school district." Your answer to the query in the June issue, is in the negative; your reason given being purely a financial one. I answer in the affirmative, claiming that while money is a very important factor in life it is not the most important, and should give place, at least in a teacher's position, to that of success.

I now refer to the country school teacher, where the school is the nucleus about which the community centers, and which fact is being realized more each year. The influence of the country school teacher can not be realized fully except by those living in country districts. She brings a whiff of freshness into the community and helps to keep the farmers' wives from falling into the almost inevitable ruts.

It is a conceded fact that the teacher, to attain best results, must meet her pupils outside of school hours; and also the pupils do best when they have opportunities of meeting their teacher outside of the class room, and have laughed with her.

These things can not well be accomplished if the teacher for personal social reasons boards in the nearest small town, and simply drives out to her school to spend the alloted number of school hours each of the five days in the week.

Perhaps, and quite likely too, most of the young women recently graduated from our normal schools—many of whom secure country schools at first—little realize the importance of the position which they are to fill.

The successful carrying on of the daily school routine is of course of the first importance. But the influence of her daily life, personal appearance, mannerisms, habits, disposition, the taking of an interest in the life and livelyhood of the community, all follow as a close second and will supplement her successful career in the schoolroom, and make her success as a teacher really successful in its broadest sense.

Most sincerely yours,
MRS. C. R. LAWTON,
Weston School District, San Joaquin Co.

TEACHING OF HYGIENE IN THE Schools

By David Starr Jordan
President Leland Stanford University

To this end three things are necessary, that the teacher should know what he is talking about, that he should know what ideas the children have, and what new ideas can be soundly and wisely joined to these. As Hygiene is applied Physiology, and as Physiology rests on Biology and Chemistry, such instruction, to be effective, cannot far outrun the knowledge on which it rests.

I was especially asked to speak of the Hygiene of Sex. In this matter there are two fundamental difficulties. On the one hand, the teacher cannot speak effectively without knowledge. On the other hand there is the constant danger of rousing curiosities that would better lie dormant. But knowledge of this sort must come, and the purer the channel the better it is for the child.

This kind of instruction includes about four elements which should be introduced, each in its turn, the last of them not much below the higher classes of the secondary school.

1. The meaning of parenthood in plants and animals: The mingling of germ cells carrying parental characters.

2. The evils of sex perversion.

3. The parasitic organisms, plant and animal, whose ravages constitute the "Red Plague." These not the penalty for vice, nor results of excess, but an ever present danger into which every sex pervert will probably fall and which cause misery and death to thousands of innocent people.

4. The methods of sanitation. The suppression of the White Slave Traffic.

Very grave difficulties connected with this instruction in the schools should be quite common knowledge without hysterical emphasis. It cannot be given by persons ignorant of the facts, nor, as a rule, by persons too intensely interested in the subject. Danger of loss of sane perspective in sex studies.

The Western Journal of Education

HARR WAGNER, Managing Editor.

EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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THE WESTERN JOURNAL OF EDUCATION

324 Phelan Building, San Francisco, Cal.

Entered at San Francisco Post Office as second class matter.

Editorial

The Educator-Journal, Indiana, pays this tribute to Carroll G. Pearse, the president of the N. E. A., at the Chicago meeting in July:

"Carroll G. Pearse, as president of the association, did the best job of presiding in the history of the N. E. A. He was calm, dignified, definite, prompt and fair. The comment heard on every hand was 'Pearse is perfect as a presiding officer.' This comment came as freely from those who were defeated as from those who were victorious.

* * *

Friendship is the most valuable asset a man can have in business or professional life. No matter how hard you work; what wealth you have; what expert knowledge; what industry. It is all of no avail unless you have loyal friends to boost for you. There are men like Roosevelt who claim that service is a man's greatest asset. Service is a great asset, but it is of no personal value unless your immediate friends recognize the merit of the service and further your plans for larger usefulness. The larger service for humanity—the service that helps the whole human race (Chinese republic included)—is the service of friendship in the largest sense. The man who has friends must give service of some kind, in some way, at some time.

* * *

J. Brisben Walker, the head of the publicity department of the 1915 Exposition, has a great idea—it is the largest idea yet presented in connection with the World's Fair. He proposes to hold a congress of the world. Delegates from every nation will be sent to this meeting. The congress will be authorized to discuss and debate questions of morals, government, religion, politics. The world's mind will be focused on a single point, and the picture will be a composite of the world's thought. This parliament of man, this federation of the world will bring Tennyson's prophecy to a full measure of realization. Mr. Walker was the founder of the Cosmopolitan Magazine. He created a great school of magazine writers. He stimulated the English-speaking world with desire for high class literature. The directors of the 1915 Exposition are fortunate in having at the head of the publicity department a man of such ability that when he fires a shot it will be heard around the world in its entire force.

* * *

The local institute has proven a great success. The combination of county institutes with central organizations have not proven so profitable as the old-time institute. Superintendent Reynolds of Ventura county has done a remarkable work; first, in taking the initiative in establishing a wise law for local institutes and, second, in successfully inaugurating a series of institutes in his county.

* * *

Vote for the Shanahan amendment.

* * *

The efficiency of the rural schools are a credit to the nation.

* * *

The efficiency of high schools is yet to be determined.

* * *

Dr. Frederic Burk's monograph on the efficiency of high schools with be given more than a million readers through publication in the Ladies' Home Journal.

* * *

Fred T. Moore, the agent of the American Book Co., presented the name of Agnes Howe for a place on the nominating committee at the Chicago meeting of the N. E. A.

* * *

The University of California continues to add to its enrollment. The freshmen class for 1912 and 1913 will reach 1,500.

* * *

Stanford University had applications of 200 female students beyond the limit of 500.

* * *

The City and County Superintendents are delighted with the prospect of a delightful and profitable week at Catalina Island.

* * *

The difference of opinion upon educational and political problems should not effect personal friendship. Friendships are based not upon merit but usually on weakness, and men who fight side by side for a common cause would likely "nag" each other at a social function.

* * *

Trustees, teachers, voters all vote for the Shanahan Amendment. It will give free text books—but that is not so important as the fact that it will give us the reorganization of the State Board of Education and the reorganization is a public necessity.

* * *

The Sierra Educational News has not been published for two months and the clouds in the educational sky have cleared away. Its voiceless pages are slumbering in some silent retreat. The petty strifes stirred up by its bookish ambitions have gone on a vacation. The whole educational world, including Dr. Frederic Burk, is at peace with itself and everybody else. The educational dentist who pulled out the local adoption fang from the composite jaw of Morris Daily, Leroy Armstrong, Alexis Lange and Fred T. Moore did a great public service.

Trustees and teachers should see that all conditions about the school house and grounds are put in a sanitary condition. The health of the children is of first importance.

* * *

Play is the natural occupation of the young. A few centuries ago our ancestors looked upon play as a crime. Now we realize that the pursuit of pleasure is natural and unavoidable, and the question for communities now to consider is whether we will make the recreation under helpful conditions, so it will not be associated with things criminal. So the playground movement is directed to the hope that communities will build with some regard for the esthetic.—Dr. A. A. D'Ancona, President of the Board of Education, San Francisco.

* * *

OUR MOTHER TONGUE

Beyond the vague Atlantic deep,
Far as the farthest prairies sweep,
Where forest glooms the nerve appall,
Where burns the radiant western fall;
One duty lies on old and young,—
With filial piety to guard,
As on its greenest native sward,
The glory of the English Tongue.
That ample speech! That subtle speech!
Apt for the need of all and each:
Strong to endure; yet prompt to bend
Wherever human feelings tend.
Preserve its force—expand its powers;
And through the maze of civic life,
In letters, commerce, even in strife,
Forget not it is yours and ours.

—Lord Houghton (Richard Monckton Milnes).

* * *

FIRST TRUSTEE INSTITUTE

Mendocino county had its first trustee institute on August 7 at Ukiah, the county seat. Seventy trustees were present. They constituted a most earnest and attentive audience, and took part freely in discussion.

Among the subjects considered were Employment of Teachers, Buying Supplies, Voting of Taxes, Care of School Property, Handling School Funds. Superintendent L. W. Babcock presided over the meeting with promptness and decision. His address to the Trustees on School Funds was one of the best things I ever heard, practical, clear and interesting. I wish other trustee meetings could hear it. An experienced county superintendent is perhaps the best kind of an instructor for a trustees' institute. He understands his audience.

Among the trustees who spoke were Joshua Grindle, W. G. Saxon, J. C. Clow, A. W. Schiller, J. W. Cowen and Henry Scheper.

The trustees went to their homes well satisfied with the day's work.

* * *

If gilt were only gold, or sugar-candy common sense, what a fine thing our society would be! Had we recently arrived from the moon, we might, upon hearing that we were to meet the "best society," have fancied that we were about to enjoy an opportunity not to be overvalued; but, unfortunately, we were not so freshly arrived.—Geo. W. Curtis.

International Peace Through the Voice of Women

Address of the Baroness von Suttner Before 1,500 Clubwomen in the First Congregational Church, San Francisco, Cal., July 2, 1912

Through the voice of the women will come international peace. Not until that voice is raised will the federation of the world in brotherly love be accomplished. I consider the army of women—especially when possessed of the vote, as they are now in happy California—I consider this arm predistined to win the battle which this generation has begun against the systematic massacre called war.

As war, all war, is hell, your Secretary of War is a secretary of hell, and your War Department is a department of hell. Your great generals and military men are hell lords, perpetuating barbarism.

You probably know that I am myself an old warrior in this struggle for an understanding between nations. Since you have called me, it proves that you are not only platonically in sympathy with the peace cause, but that you are to take it up and work for it. And when you begin to put your heart and soul into it, you will recognize that it is the great fundamental question of this century. In its magnitude it embraces all other questions of human needs. We peacemakers, as individuals, need be modest, but we are not modest in the world-wide appreciation of our cause. It is so universal that the personality of its adherents disappears in the ether.

When I go home and tell them in Europe about this Western country they will hardly believe me. When I tell them about the vigor, the heroic size, the beauty, and mental alertness of your women, they will think I am exaggerating. I consider the American women by far the most perfectly developed, mentally and physically, and I feel that they are a powerful influence and will continue to have even a mightier power in the progress of civilization. Teach the young men today that good will is a greater protection than armies and navies. In these days of war we are not giving the best things in life—our best education, our best wishes, our greatest patritism, and the flower of our youth—to the family, but to the "watchdog."

The question has been raised: What can women do to serve the cause of peace? I have to say that the women of today can do much, indeed, in the States of America where they have the right to vote; they can do as much as, or more than men. If women who have the right to vote will cast their votes only for those in public life who stand for peace, then you will have a Government which stands for peace. In those States of your great America in which women do not vote, let them join peace societies, let them sign petitions, let them use their influence, and in this way serve the great cause.

It is indeed only too natural for the women to detest war, for they are the ones who appreciate the horrors of warfare—they who stay at home and view the terrible conflict which takes from them those whom they love most dearly.

To you, intelligent American clubwomen, I can suggest that your power for the good cause rests in your organization. You can raise a demand that humanity be made more worthy of the name, for humanity needs peace. War is inhumanity.

To me America is the land of promise, at least in the sense of ideals and peace. You Americans are full of strength and courage and daring, while we Europeans are filled with a struggle that never seems to attain that for which we struggle.

The strides you have made toward peace in America are immeasurable. You have organized your whole country for peace, and have federated all branch societies. Even your War Department is busy, working for the peace movement.

If I were to tell this to a European audience they would not only disbelieve my statement; they would laugh at me in derision. When the women of Europe speak to me of the future, I tell them, Go to America and look at the future, for there the future has already arrived. Americans are fifty years in advance of us ethically.

It would be good if Europeans, eager to learn and to know, might be turned to America in such throngs as Americans pour into Europe. The nations have much to learn from one another. That is better than for them to blow each other into the air. America is the only nation which, as a nation, stands for peace. The European nations think only of war. Americans do not as a people realize the position of Europeans.

The position of the European is an inherited one, like his religion, his titles, and the rest. Europeans have the need for war fastened into their vitals by the dictum of the past, and to speak for peace is considered unpatriotic and almost traitorous.

American people are interested in rooting war out of Europe, not only for ethical reasons, but as well for the reason that their coasts are a tempting target for every full-armed, jealous European government. This makes armament necessary to your welfare, and throws that useless tax upon a free people which already has the extra expense of regenerating Europe's human products of war and poverty into useful citizens.

You in America hear reports of our activity for peace. This activity is not reported in our own press, except to ridicule us as cranks. The fact that there is such a movement has not yet penetrated the brain of millions of Europeans. Our best women are all for war and its glory. Parliaments and court circles are dominated by paid diplomats in the hire of the gunmakers, who cook up scares and serve them on toast in every capital.

We Europeans will look to you American women who advocate peace and are in a position to make peace possible. To us who work in Europe for the cause of peace, America is the young nation which shall, as a regenerative race, lead the lion of European militarism and the bleeding lamb of the populace to a cessation of armament and the unendurable blight of war.

DECREASE IN SCHOOLS

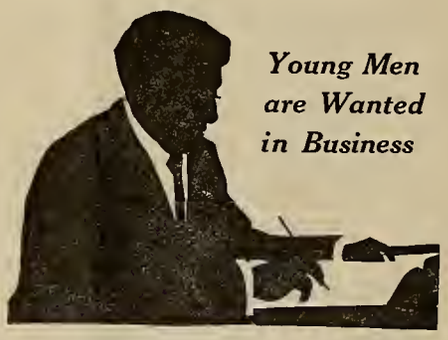
Are fewer children born? Do larger numbers die per million of population now than twenty years ago? Or is the average length of human life materially increasing?

These are questions suggested in the introduction of the statistical report of the United States Bureau of Education for 1911, following the statement that the percentage of the total population enrolled in the schools in 1910 was less than in 1890.

It is pointed out that important methods of gathering statistics account for a part of the loss, but on the other hand other authorities note that compulsory education laws and like social agencies are bringing a greater and greater proportion of children to the schoolhouse door. The introductory statement to the Education Bureau's document says in part:

"There was an apparent decrease in the percentage of the total population enrolled in the schools as a whole from 22.54 in 1890 to 21.54 in 1910. The loss may be given in numbers as 919,723. In other words, the grand total of school enrollment in 1910 would have been 20,731,645 if the percentage of 1890 had been maintained, in place of the 19,811,922 grand total.

"All this loss and more is suffered by the



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San Francisco, Cal., May 1, 1912.

President H. E. Cox,
San Francisco Business College:

I wish to convey my thanks in appreciation of the assistance which you so willingly rendered during my search for a stenographic position. Am now located with a firm in the Crocker Building, receive a good salary and find the work very interesting.

Since finishing my course, I have secured two good positions through your school and have no hesitancy in highly recommending the San Francisco Business College to anyone desiring a business education.

JESSIE COOLEY.

elementary schools, for the higher institutions made substantial gains and the secondary schools show marked increase in enrollment as compared with the total population.

"There is no reason for the belief that the schools have lost ground in reality. This comparison is with total population, not school population, and it is probable that there are relatively fewer children now than formerly.

"If there are not so many children proportionally, there will naturally be proportionally fewer pupils. Furthermore, it is well known that the constant improvement in statistical methods has resulted in the elimination to an increasing extent of duplicate enrollments. The decrease that results is apparent only and causes no concern."

In further support of this contention, figures are cited which show that had the apparent relative decrease of 919,723 in enrollment been real, the loss would have been more than made up in the increased efficiency of the common schools, for the per cent of average daily attendance increased from 68.61 in 1890 to 71.30 in 1910; the average length of school term increased from 134.7 days to 157.5 days between the same dates. At the same time the average number of days' schooling received by each child of school age increased from 59.2 in 1890 to 80.5 in 1910, while the average number of days attended by each pupil enrolled increased from 86.3 in 1890 to 113.0 in 1910.

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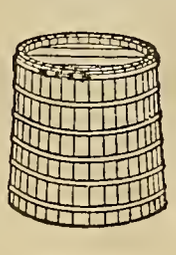

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What is the Biggest Best Next Thing Professionally?

By A. E. Winship
Editor of Journal of Education,
Boston, Mass.

It would be easy to name many good next things professionally, to name the best next thing in devices, methods, discipline, equipment, administration and philosophy, that is the best from one man's point of view. None of these is the biggest, none is vital. They may be important, but not dominant. Isn't it time that the National Education Association grapples with the biggest issues, with those that are at the same time most extensive and intensive? No one ever hits a target who does not aim above it, and the farther away it is the higher above it one must aim. Why should not this meeting in its closing moments here highly resolve that education shall become the leading American profession? New times demand new men and new measures. The new times are surely here. The profession that meets the demand of these times will be the leading American profession, and education can meet these demands better than law, medicine and the ministry. Law, once the most eminent of the professions, will not meet the demand with a mission and a message for the ennoblement of humanity unless it ceases to bring its greatest triumphs in finding legal trapdoors through which the guilty can escape justice.

Medicine is not likely to meet the new demand until it ceases to think it more professional to kill a patient regularly than to have him restored to health irregularly. The ministry will have no important place in the new times so long as it glories in half a square mile in a suburban city, two Catholic, two Universalist, two Methodist, three Congregational, and four Baptist churches.

The coast is clear. Education can be the leading profession of the country. It is the only profession that can devote itself exclusively to childhood and youth, to the making of manly men and womanly women.

Education was the first profession. Why may it not be the greatest? It is the only learned profession whose leaders in scholarship are "professors," and the one man who met all the needs of all time, was the Great Teacher, the founder of the profession of education.

If the teacher is to lead the preacher, the physician and the lawyer in the professional race, there must be a transfiguration—the teacher must think in larger units than they, must be more dominant and less domineering, must rise above self-consciousness and class-consciousness and be more subconsciously dominant than they.

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Western School Notes

The city of Sacramento has purchased direct school books from Superintendent Hyatt and will furnish the books to pupils at cost.

* * *

Lillian E. Talbert of Berkeley has issued through Ginn & Co. a beautiful primer called "The Expression Primer." The primer gives the child a simple phonetic system. It is well graded and beautifully illustrated. Send to Ginn & Co., 717 Market St., S. F., for sample copy.

* * *

"Work and Play with Numbers," by Wentworth and Smith, is a new primary book that will be helpful to teachers and pupils. It is published by Ginn & Co., 717 Market St., S. F.

* * *

Eugenics

(David Starr Jordan, Pres. Leland Stanford University of California.)

The science (or the art) of being well born: The sum of knowledge of conditions of beginning life with sound heredity.

At birth "the gate of gifts is closed." It is closed with the process of amphimixis or blinding of germ cells. The elements in life derived from heredity, nothing new can be received. Art of character building, the union and co-ordination of hereditary elements. "If we know ourselves well, we know our parents also." Let men know by your deeds who your ancestors were. The germ cell and the possibilities it carries. Influence of parents equal. Each germ cell a half-cell else the young would be overburdened with hereditary character. On average one-fourth peculiarities from father, one-fourth from mother, one-sixteenth from each grandparent. The rest from still further ancestors. Unit characters, Mendelian inheritance. Goethe's poem of his heredity. "Stature from father, and the mood."

Sound ancestry. Not one of all our ancestors died in infancy. The current of life purifies itself as it flows after the fashion of a river. "The wa yof the transgressor is hard." Nature friendly and severe. The unfortunate. "God's poor, the devil's poor and paupers." Reversal of selection. War, drink, slavery. "The Jukes." "The Tribe of Ishmael." "The Cretin." The true course of charity. Each of us had 8,594,094,592 ancestors in time of William the Conqueror. 870,672,000,000 in time of Alfred the Great. Never more than 1,500,000,000 people on earth at once. Only a few millions in England. Must have counted some of them a thousand times over. Descendants of Isabella de Vermandais. All of us of royal lineage, a hundred lines leading, if we could trace them, to the Plantagenets. Effects of Primogeniture.

Euthenics, the science of being well nurtured. The science of self-activity and Control of Environment. "Nature and Nurture." Eugenics give only possibilities. Euthenics makes them actual. Eugenics gives hereditary basis of character. Euthenics puts it into working form.

Breeding of supermen. Quite humanly possible along lines of selection. But not a possibility through State action. Scientific breeding would lose the two choicest results of natural selection, love and initiative. The best choose their own mates for their own reasons.

The most that can be done is to diffuse knowledge of truth, and to eliminate through wise charity, those delinquent, defective and incapable through bad heredity. There is always room for the man of force and he makes room for many."

* * *

Rural School Gardens Differentiated from City School Gardens

(Van Evrie Kilpatrick, Pres. of School Garden Association of America, New York, N. Y.)

Gardening in the country school will never be made interesting and profitable until we fully realize its most primary objects. Rural school gardens should aim to idealize agricultural work. The school that habituates the farmer's boy to the fine arts and letters teaches him to look down upon farm life, if not to despise it.

The second great purpose of the rural school garden is that it leads directly to improved agricultural methods. The boy can raise corn at home, but he should raise better corn at school.

The objects of the city school garden are primarily to give the city child an opportunity to be educated, in part at least, out of doors, to give him a taste for more open living, and to occupy his idle time pleasurably and profitably. The city child needs first of all an opportunity to work in the open air and the sunlight. He is not learning so much to be a gardener or an agriculturist as he is to utilize the manifestations of nature to become an educated being.

Through creating in the mind of the boy an ideal, the farmer's son is saved to develop the farm. He is not made ashamed of his birthright. His education trains for greater efficiency. The city child, on the other hand, although he does not become a farmer, is trained for a greater citizenship. In the open air and sunshine, he must grow to become a stronger man. Surrounded with plants and flowers, he must become a better; and busy in their cultivation, he is ever out of the malevolent mischief of the city streets.

* * *

Dr. Morris E. Dailey, President of the State Normal School at San Jose, was married on Thursday, August 15th, to Miss Francis Jones, a teacher in the Mastick School, Alameda.

* * *

The San Francisco Star of August 10th contains a full page article on John Swett, "the Grand Old Man."

* * *

There is a movement on foot to establish an Agricultural College near Los Angeles.

* * *

An interesting discussion took place on the Shanahan Amendment between Dr. Frederic Burk of the San Francisco State Normal School and Dr. David P. Barrows of the University of California on Friday evening, August 16th, before the Civic League of San Francisco.

* * *

Robt. Gallagher, of the Gallagher-Marsh Business College, has been having quite a contest with J. W. McClymonds over the adoption of his text book in the Oakland Schools.

* * *

The Annual Convention of City and County Superintendents has been called by State Superintendent Hyatt to meet at Catalina Island, Southern California, September 10th. An interesting session is promised.

* * *

J. B. Ogborn, the City Architect of Richmond in a communication to the City Council, severely

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criticised the construction of the public school buildings, and particularly the design furnished by Arichitect L. S. Stone. He characterizes Stone as the "smoothest politician in the architectural profession." The building so severely criticised was constructed from plans furnished by L. S. Stone and Jas. A. Barr was chairman of the Advisory Board to select the plans. This Journal criticised the action, in view of the fact that Architect Stone had given Barr an advertisement in the Sierra Educational News much larger than ordinary business policy would warrant, and thus made the Teachers' Association, Mr. Barr and Mr. Stone subject to criticism.

* * *

City Superintendent J. W. McClymonds has sued the Enquirer Publishing Company for $50,000 libel. The Enquirer accused McClymonds of being a jobber in reference to material and supplies.

* * *

C. L. Biedenbach, of Berkeley High School, has opened, under the supervision of the teachers, a cafeteria for the pupils of the school.

* * *

The first case on record of a County Superintendent being made the subject of a Recall has occurred in Plumas County. Mrs. M. A. Hail is being threatened with the Recall on account of bias in reference to the location of the County High School. Mrs. Hail is an excellent Superintendent and many of her friends will regret that she has been annoyed by a Recall on the question of the location of a High School, which is purely one of judgment.

* * *

Frank F. Bunker, formerly of Berkeley, has been elected to the Department of School Administration of the New York University. Dr. Elmer E. Brown, formerly Commissioner of Education, is president of the institution. The appointment of Bunker to this position will give him a chance to work out his educational theories in administrative work and will give him opportunity to send out the men prepared to carry out his ideals. It is a distinct promotion and gives him a field of work, national in its scope.

* * *

Lee Emerson Basset of Stanford University will spend a year in the northwest at the University of Washington. Professor Basset is not only a delightful personality but as a lecturer and entertainer he will contribute to the joy and the educational value of the educational meetings.

Lois H. Goldstein, graduate of Harvard, has been elected Principal of Jackson High School, Amador County.

* * *

Superintendent Geo. W. Fricks of Alameda County intends to hold a series of township meetings of the school trustees to discuss sanitation, manual training, domestic science, agriculture, etc.

* * *

Superintendent J. E. Reynolds of Ventura County in his annual report makes an interesting comment upon the great success that the local institutes have been in the county during the past year. He held thirty-five institutes in all, the cost of these meetings were $767.85. The teachers lost no time from their work and the citizens of the community were greatly interested.

* * *

Superintendent D. T. Bateman is distributing programs of Round Tables to be used in his Institute, October 7th, 8th, 9th, 10 and 11th. He has arranged a very definite plan and excellent results are sure to follow.

* * *

It is stated that Trinity County will run short of teachers. At the recent examination for certificates no one passed.

* * *

T. W. H. Shanahan, author of the proposed Shanahan Text Book Amendment, which will be voted upon at the November election, has filed an argument in its favor with the State officials.

* * *

Dr. Minerva Goodwin has been appointed Medical Inspector at Stockton at a salary of $150.00 per month.

* * *

D. A. Lindsay, principal of the Colusa High School, will be principal of the Mendocino High School at Ukiah the coming year.

* * *

Three hundred and sixty-five teachers took the competitive examination in Los Angeles.

* * *

Glenn County has voted $50,000 for a new County High School building.

* * *

Mark Keppel announces that the gain in average daily attendance of pupils, both in the elementary and high school, in Los Angeles County during the past year, was over 10 per cent, and he claims that the gain in the school census in his county will equal almost half the gain of the whole State for the period.

Samuel T. Black, ex-President of the State Normal School at San Diego, is writing a history of San Diego County for a publishing house.

* * *

Dr. A. A. D'Ancona, President of the Board of Education of San Francisco, has arranged for a new calendar year for the schools which is a great improvement over the school year of the present. He divides the school year into two terms of equal length. Each term is subdivided into periods of ten weeks each. This gives a seven weeks' summer vacation, a mid-term vacation of two weeks at the Christmas holidays.

* * *

Superintendent Lindsay of Fresno County reports that there has been a great improvement in the rural schools in Fresno County during the past year. The Institutes of the School Trustees have done a great deal of good. Greater care is shown in the selection of teachers, good salaries are paid and more interest is shown in the construction and proper maintenance of school buildings.

* * *

The Supreme Court decision that Night Schools should not be considered in the apportionment of school funds has aroused considerable indignation in San Francisco and Los Angeles.

* * *

Ira W. Howerth who has been appointed as head of the university extension work in the University of California, began his educational work in Orange County, in this State, and was one of the first to contribute to the Western Journal of Education in 1895. He is an eloquent speaker and will be an effective promoter of university extension work in California.

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Will C. Wood, City Superintendent of Alameda, and Sam Cohen have returned from a vacation trip through the Northwest. The genial Sam Cohen, who is the original standpatter and anti-insurgent representative of the C. T. A., has returned and is going to vote for the Teachers' Amendment whether it is on the ballot or not.

* * *

A. Sturgess, a Los Angeles architect, reports that he was required to take out a life insurance policy of $5,000.00 before he was able to do business with the Board, and an investigation has been called for and the Trustees are naturally angry at being accused of graft of that nature.

* * *

Lewis B. Avery, principal of the San Jose High School, has filed a protest against the retrenchment that the School Board has made in reference to the High School. Professor Avery's report shows that the High School is run at less expense than any High School in the State with the exception of Long Beach.

* * *

It was rumored that Professor A. A. Chamberlain, the well known author and educator, and more recently editor of the Sierra Educational News, will be offered the principalship of the Pasadena High School.

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Book Notes

"Winter," by Dallas Lore Sharp, Houghton, Mifflin Co., publishers, Boston; price, 60 cents. To many of the children of California this book on winter will be a strange and unusual volume. Many of the children in this State have never seen the snow, and we certainly do not have any winter here like the winter described in this book. It will prove, however, a very interesting reading book to children, and will be a fine addition to the supplementary readers.

* * *

"Playtime Games for Boys and Girls," told in story form, by Emma C. Dowd, George W. Jacobs & Co., publishers, Philadelphia; price, 75 cents net. This is a very interesting book, got up for children, and it is needed at this time when there seems to be a scarcity of playtime games for boys and girls. The book contains 240 pages, and it gives such games as The Little Old Lady of Lynn, The Sand Man, Little Bo-Peep, Ears for Eyes, Magic, Planting the Farm, Word Surgery, Little Betty Blue, The Memory Test, A Game of Fruits, etc., etc.

* * *

"Current Educational Activities, A Report upon Education Throughout the World," by John Garber, J. B. Lippincott Co., publishers; price, $1.50 net. This is volume nine in Lippincott's educational series. This volume takes up all the educational activities of modern times, including educational meetings, foreign educational interest, including Mexico, China, Tripoli and all the other countries in the world, social problems, recreation, etc.

* * *

"Christ Among the Cattle," a sermon, by Frederic Rowland Marvin, Sherman, French & Co., Boston, publishers; price, 60 cents; 65 cents by mail. Dr. Marvin has given us a very beautiful classic. It is an argument against anti-vivisection. This volume is now in its sixth edition. Such men as John Burroughs and Robert Collyer have spoken highly in its favor.

"Introductory American History," by Henry Eldridge Bourne and Elbert Jay Benton, D. C. Heath & Co., publishers, Boston. This volume is the introductory part of a course in American history embodying the play of study recommended by the Committee of Eight of the American Historical Association. The plan calls for a continuous course running through grades six, seven and eight. This books takes up in a practical and suggestive way the early historical development of the world, and traces it down to the settlement in America. It contains, in form and manner of presentation suited to the needs of young pupils, a vast amount of information regarding the history that preceded the discovery of America—a knowledge of which is essential if the learner is to have proper perspective for his later study. The maps and illustrations, as well as the questions and summaries, show that the authors have intimate acquaintance with the problems of the sixth grade teacher. It is a very excellent book and one that should be in every course of study in the State.

* * *

"The Sexual Life of the Child," by Albert Moll, translated from the German by Dr. Eden Paul, with an introduction by Edward L. Thorndike, Macmillan Co., publishers; price, $1.75 net. This is a popular book on sex hygiene and treats the subject with dignity and frankness, which Dr. Moll says in his introduction "may seem brutal to some. It is necessary." It is a serious problem to know just whether it is worse to read Boccacio, the History of Tom Jones, Mrs. Warren's Confession, or the Sexual Life of the Child. However, it is gotten up on the basis that truth is never hurtful and that the truth is what we are in search of and that the best way to arrive at the truth is to have the facts, and this book certainly places before everyone facts about the sexual life of the child. There is nothing avoided, they are here and this book gives you the facts in a plain sensible way.

* *

"Vocal Expression," by Katherine Jewell Everts, author of the "Speaking Voice," Harper Brothers, N. Y., publishers. Price $1.00. The purpose and scope of this authoritative—and highly interesting—work on voice culture is best described by its author: Whether the student is to wait on another's table or be host at his own; whether he is to see goods from one side of a counter or buy it from the other; whether he is to enter one of the three great professions of law, medicine, or theology; "Go on the state" or platform; become Minister to France or President of the United States— it remains precisely true that to speak effectively will be perfectly essential to this success. To convert the hard, high pitched, nasal tone which betrays the American voice into the adequate agent of a temperament which distinguishes the American personality, and to help English speech in this country to become an adequate medium of lucid intercourse, is the object of this book. The real and only "Reliable remedy" lies with the teacher in the public and private schools and colleges of the United States.

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Educational Notes

In the recent death of Professor Goodwin the country has lost one of the foremost classical scholars. Probably no other man has ever exerted a greater influence in this country on the teaching of the classics. The Nation, in a recent issue, says:

"The death of Professor William Watson Goodwin, the Nestor of the Greek department of Harvard College, where he was actively engaged as full professor from 1861 to 1901, means more to the academic world than even Harvard men can fully realize at the moment. Professor Goodwin's 'Greek Grammar' is one of the best-known classical text books—so well known, indeed, as to be a sort of classic itself; and of hardly less fame, and of perhaps even higher specialistic value, in his 'Greek Moods and Tenses.' He was the first director of the American School of Classical Studies at Athens, and was long president of the American Philological Association. His published works brought him ripened celebrity and recognition both at home and abroad. And, more than all else, his long professional career, combined with his well-known modesty and vast learning, rendered him a monumental representative both of the intellectual and the spiritual phases of his chosen career."

* * *

The growing interest displayed by educators in dramatic methods of teaching is reflected in the character of many of the forthcoming educational publications. "Pageants and Pageantry," a collection of original historical pageants for schools with comprehensive suggestions for their production by Esther Willard Bates and a general introduction by William Orr, has just been published by Ginn and Company. Other books of this character on Ginn and Company's list to appear during the summer are: "The Dramatic Method of Teaching" by Harriet Finley-Johnson, the founder of the Sompting School in Sussex, England; "Quaint Old Stories to Read and Act" by Marion Florence Lansing, a collection of twenty of the best-loved folk tales told in dramatic form; and a similar dramatization by Fanny Comstock of twenty-five of the Greek myths most commonly met in our literature and art.

The campaign inaugurated by the trustees of Roxbury Latin School for funds to increase the salaries of its teachers calls attention anew to the long and successful service of that school, and to the prominence in the educational world of many of its teachers, among them William C. Collar, new headmaster emeritus. At the recent meeting of the trustees, a letter written by Dr. Eliot was read, in which he said in part: "The product of the school in men has not been surpassed by any school which has ever sent boys to Harvard College. . . . Its endowment is ancient but it is far too small. . . . . Nothing but the energy and admirable teaching power of its headmaster, William C. Collar, has kept it in the front rank during the last twenty years." Dr. Collar is not only a famous teacher but an eminent writer of text books. He was the joint author, with M. Grant Daniell, late of Chauncey-Hall School, of the first-year Latin books that revolutionized the teaching of elementary Latin, books which have long been recognized throughout the English-speaking world as the standard beginning-Latin books. Dr. Collar is also the author of a number of other scarcely less-known Latin and German books for beginners.

* * *

Professor Albert Perry Brigham of Colgate University, whose "Commercial Geography" (Ginn and Company) is the first text book on the subject to recognize the importance of water-power and to give it comprehensive treatment, likes to cite the case of a Central New York farmer who has built a small dam and electric plant on a near-by creek and heats and lights his house by electricity, runs electric fans, separator, churn, ice-cream freezer, sewing machine, and vacuum cleaner, milks the coks, and cooks the food, all by electricity.

* * *

In the library of the University of Chicago, shelves have been set apart for a special collection of books selected from standard, low-priced series of English classics. The purpose of this collection is two-fold: (1) to come moderately near to representing the chief needs of collateral reading in the Freshman survey course in English literature; and (2) to serve as an eye-opener to students with reference to the cheapness and attractiveness of standard works which they might care to purchase for themselves. Despite the fact that "Old English Ballads" and other seventy-five cent volumes from the Athenaeum Press series (Ginn and Company) are included in this collection, books from the Standard English Classics series of the same company and other similar low-priced editions bring the average cost per volume of the collection down to thirty-seven cents.

* * *

"I had rather," says Sir Francis Bacon, "believe all the fables in the Legend, the Talmud, and the Koran, than that this universal frame is without a mind. God never wrought miracles to convince atheists, because his ordinary works are sufficient to convince them. It is true that a little philosophy inclineth men's minds to atheism but depth in philosophy bringeth them back to religion: for, while the mind of man looketh upon second causes scattered, it may sometimes rest on them, and go no farther; but, when it beholdeth the chain of them confederate and linked together, it must needs fly to Providence and Deity."

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, H. M. Chaney, President, Willows, Cal.; Naomi Baker, Secretary, Red Bluff. Meeting, Sacramento.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, San Francisco, Cal., Secretary.

Superintendents' Convention

The City and County Superintendents Biennial Convention was provided by law many years ago, along with the other main features of our educational physiognomy. Its theoretical function was to discuss the school laws prior to the biennial sessions of the Legislature and to formulate such changes and amendments as might be necessary and desirable from the expert viewpoint, these changes to be adapted and made into laws by the law-making powers at the next session.

The meetings of this convention consisted almost wholly of debates and discussions of the school law. Each member would be supplied with a copy of the statutes and the chairman or secretary would read aloud each subdivision of each section, beginning at page one and going conscientiously and laboring through to the end of the book, inviting every one to express his views upon each and finally settling each by a majority vote.

This was a good theory. The school law was well discussed and the superintendents became thoroughly acquainted with it. Fierce parliamentary fights and dogged contentions marked the meetings. Many of the most important points were decided after long debates by narrow margins. On the last day, things would be rushed through by wholesale, without much consideration.

* * *

Spirit of Change

As time went on, the school law grew into a bulky, complex and bewildering mass. The counties and the cities grew in number and in size and their varied needs blossomed out in the laws in endless profusion. The instrument became too compendious to be considered adequately by a large body of people at one time.

Moreover, the decisions and the desires of the convention were not very seriously regarded by the Legislature. So many special interests clamored for recognition, legislation became so involved and congested, that all the work done by the Superintendents' Convention was lost in the shuffle. The only part of it to reappear as law was the part that had some powerful friends or active lobby to work it through.

Therefore, the convention gradually changed its function. Instead of a meeting for a grand scrap over school laws it widened its scope and took on many of the features of the teachers' institute. It became inspirational in character, and considered methods of work and educational principles more than legislation. Four years ago it was changed from a biennial function to an annual one.

> **VOCATIONAL GUIDANCE**
>
> President A. A. D'Ancona of the San Francisco Board of Education arranged for a lecture by Dr. Meyer Bloomfield of Boston before the teachers, at the St. Francis Hotel recently. The keynote of Dr. Bloomfield's speech was:
>
> **We have come, without clearly recognizing the cast, into a new special order, and the public schools must prepare to carry the responsibility formerly carried by industry and the home. The apprenticeship system is a thing of the past and the modern father is too busy to guide his children in the selection of an occupation. It remains for the public schools to reproduce as nearly as possible conditions in the business and professional world and train children in the exercise of imagination and judgment.**

* * *

Place of Meeting

This convention may be called by the superintendent of public instruction at any point within the State, the actual and necessary traveling expenses of the members being paid by the counties and cities from which they come. From a financial standpoint it makes little difference where it occurs, since the convenience of any one section means inaccessibility for some other.

Naturally, nearly every one would really prefer to go as far away from home as possible, to reach green fields and pastures new. By calling the sessions in different parts of this wonderful State during a period of years, a great educational advantage is brought to the superintendents of the State, a more perfect acquaintance with and a greater appreciation of our State, all of which is a distinct advantage to those who must deal with the teachers and the children of the State. Thus, during the past half dozen years the meetings have been held at Tahoe, beside the matchless lake; among the domes and minarets of the Yosemite; amid the orange groves of Riverside; in the splendid Palace Hotel of our metropolis; and this year upon a California island, in the midst of sea. A week in each of such places as this has educational value apart from the discussions and lectures of the gathering.

The sessions are often attended by others than regular superintendents. Some towns always send their supervising principals, or high school principals in order to keep up with the times; often teachers and trustees go along, for the meeting itself and for the opportunity of seeing nature's wonders with congenial companionship. Always people are welcome who are interested in education. Those who like that sort of a thing find it just what they like.

* * *

Session at Catalina Island

The Superintendents' Convention this year at Catalina closed Friday night, September 13th, which was yesterday. I was obliged to leave instantly and speed for the far north in order to reach the teachers' institute at Eureka, the other end of the State, on Tuesday, September 17th. Catalina and Eureka are extremes met in the coastwise life of the State. I scribble these lines with difficulty on the Shore Line Limited train, as it jiggles my hand and tires my eyes. We are climbing the mountains of San Luis Obispo County as I write, and the train is filled with veterans of the G. A. R. who are returning to their eastern homes from their national encampment at Los Angeles.

* * *

The Route North

Briefly my route from south to north on this journey was thus:

Catalina Island to the mainland by steamship Cabrillo, with nearly a thousand passengers, landing at San Pedro, within the great stone breakwater just built by the U. S. Government. Thence to Los Angeles by a train of interurban trolley cars, passing through Wilmington, the city that has just been raised bodily some dozen feet upward. The houses were lifted by jackscrews and placed on stilts of timber; then powerful pumps were put to work forcing great

streams of mud and water from the bottom of the harbor to the areas upon which the stilted houses stood. The water flowed back to the harbor but the mud remained; and at last the stilts were covered, the low land filled and the city was miraculously raised to a higher level.

Los Angeles was reached in the night. Next morning early I was catching a train to skip north through the beets of Oxnard and the bean fields of Ventura, through the lovely homes and the reeking oil wells of Santa Barbara, then up, up, up, through the hills of San Luis Obispo until the high plains of Santa Margarita were attained. These lead into the wide valley of the Salinas River, which slopes gently to the north, lengthwise through the great country of Monterey, and sends us on through the Santa Clara Valley, still north to the city of the Golden Gate, arriving late at night.

Early next morning we must ferry across the bay to Sausalito, and catch a train on the North Western Railroad to carry us still north through the hills of Marin County, the coast ranges of Sonoma and the tangled mountains of Mendocino. At Longvale the railroad ends; and here next day we find an automobile stage to plunge into the rugged fastnesses and the deep, tangled forests of Mendocino and Humboldt, ever northward to Eureka, the redwood city on Humboldt Bay.

* * *

The Convention Defined

This convention is without question the livest and most vigorous, most powerful, most representative educational gathering of the State. It is composed of the actual men and women who are doing the actual superintending of the State today. It is in power right now. Anything that has the zip and the punch to get hold of this body will more quickly and more deeply affect the schools of the State than through any other medium. Its voice more accurately and more authoritatively represents the educational life of the State than any other. It should magnify its office, use its power and grow in force and wisdom. It is a part of the genius of our school law. It must rise to its opportunity and show itself equal to the occasion as the years go by.

* * *

Selling a Birthright

Nearly all the City and County Superintendents were present at Catalina. The half dozen absentees were held away for conscientious reasons—because their work needed them or to save the county expense. In my humble opinion these ideas are great mistakes. Who misses one of these for any such reason is selling his birthright for a mess of pottage. He is losing something that is coming to him. It is worth while to a county to have its chief school officer waked up, widened out, subjected to the friction of his fellows, exposed to the contagion of good things and new things. The State can well afford to pay the expense of resting him and freshening him for his work in visiting and inspiring the teachers and the children. The law prescribes it. It is a mistake to take one's self too seriously, to apply one's nose too continuously to the grindstone, to shut one's self too anxiously away from the bigger, wider things within reach. The world won't come to an end if you do put down the burden for a while. Other donkeys will carry the load when we are gone. Gather your roses while you may. Do it NOW, for Old Time is still a-flying. Mark these, for they are words of wisdom, no matter who utters them.

* * *

Curious Psychologic Condition

I was diverted at observing that the Superintendents were exactly like teachers at institute in refusing to occupy the two front rows of seats. They just can't do it. Some curious psychologic influence makes it impossible. Day after day the other seats were crowded and people were squatted on the floor at the rear, while the two front rows were as empty as Mother Hubbard's celebrated cupboard—no one would touch them even with a pair of tongs, except one gentleman who was just a trifle hard of hearing, and he sat down gingerly as if he expected an electric shock at the point of contact.

Curious, isn't it? Yet I have seen these same people working most anxiously and most vigorously at home to get their own teachers at institute to come up in front, so that the speakers could talk to people instead of to chairs.

* * *

The Last Day

During the last day of the session, however, none of the chairs were crowded. There were forty reasons, and good ones, too, why one-third of the members should leave early. This is a pity, for it exerts a peculiar, depressing influence upon those who are left. It knocks the heart and the enthusiasm out of the subsequent proceedings. It costs just as much money to send the Superintendent a part of the session as for the whole. Probably the county or the city, if it were informed, would be unwilling to pay for part service. Of course it would be easy to make a shorter session, but for most members it is none too long.

I take this means of expressing my hearty gratitude to every member for his part in making it a success. The leaders and the rank and file and the visitors seemed all to conspire in making everything go and go right.

* * *

Institute Workers

This meeting showed that a good many Superintendents could give good talks at institutes, more particularly Trustees' Institutes. Reynolds of Ventura explained his plan of local institutes; Wood of Alameda spoke on closer supervision; Mitchell of Orange on insurance of school houses; Hanlon of Contra Costa on the purchase of supplies; Babcock of Mendocino on keeping attendance records; Henshall of Yolo on County Libraries; McLane of Fresno on text books; McClymonds of Oakland, Keppel of Los Angeles, Linscott of Santa Cruz, and Baldwin of San Diego were the prompt and ready speakers, prepared for any emergency and ready to handle any subject with strength and credit. And there were a score of others equal to the occasion and promising well for the future.

* * *

KATE KENNEDY CLUB

Mrs. M. M. FitzGerald, president of the Kate Kennedy School Woman's Club, arranged for the semi-annual dinner in the banquet hall of the Sequoia Club on Saturday, September 21. The rooms were beautifully decorated. Over 100 guests were present, including Dr. D'Ancona, Miss Jones, Mrs. Kincaid and Col. James E. Power of the Board of Education. Superintendent Roncovieri, Dr. Frederic Burk, Ira W. Howerth, Judge Cabaniss and Harr Wagner. Mrs. FitzGerald presided with cleverness and dignity.

Fourteen prominent educators gave three minute speeches on the subject of "Vocational Education."

Superintendent of Schools Roncovieri, who spoke first, stated that San Francisco and, in fact, the United States, was far behind Europe and especially continental Europe in technical education in the public schools.

Professor Ira W. Howerth of the University of California spoke on the social value of vocational education. Dr. Frederic Burk on vocational guidance, Colonel J. E. Power on thrift as a necessary accompaniment to such a training, Professor Mary L. Kissell of the University of California on vocational guidance in the domestic arts, Miss Therese M. Otto on vocational training of girls under the Lux bequest, and Miss Anna Murray, Louisa McDermott and Lew Ball on vocational work in the educational department. Dr. D'Ancona spoke on vocational education in Europe and summed up the local situation from what other speakers had given and suggested what could be done to further vocational education in San Francisco.

After the discussion the following program was rendered:

Music—Piano solo, Miss May FitzGerald; violin solo, Miss Edna Cadwalader, accompanied by Miss FitzGerald; vocal solo, Miss Sadie Madden, accompanied by Miss Janet Madden; old folk songs, Miss Griffith, leader, and Miss Janet Madden, accompanist.

Recitations—Miss Irene Coffin, Miss Ethel Cotton.

Storiettes—Miss Crittenden, Miss Stewart, Miss K. Burke, Mrs. Cabaniss.

* * *

A MORE EXCELLENT WAY

Capt. L. H. Carhart of Los Angeles is sending out some excellent literature, suggesting plans for doing away entirely with the liquor traffic. He suggests that instead of prohibition, that Congress take steps to legalize the purchase of all business connected with the traffic, and then destroy and discontinue it. You can secure this very interesting pamphlet by writing to Capt. L. H. Carhart, Los Angeles, Cal.

Annual Convention of the City and County Superintendents, Catalina.

When the convention was called to order by Superintendent Hyatt at 9:30 a. m., September 10th, in the Hotel Metropole, organization was at once affected with the selection of Superintendent Hyatt, on motion of Superintendent Mark Keppel of Los Angeles county, as chairman, and of Frederick B. Moore as secretary of the convention. The program previously prepared by the Superintendent of Public Instruction was adopted as the official program of the meeting.

Following the custom that has become tradition, the chairman called upon Superintendent J. W. Linscott of Santa Cruz to open the morning session with an invocation. Then, the regular program was taken up.

Keppel's Address of Welcome

As Superintendent of the great county that claims Santa Catalina among its wonderful assets, Superintendent Mark Keppel of Los Angeles welcomed the visiting school people and in a happily worded and brightly conceived talk, sounded a keynote for the coming proceedings: "Let us Superintendents magnify our offices; let us find out not what the law prohibits us from doing, but how many things it permits us to do."

He dwelt on the hospitality of California and on the prediction of a vast growth in future years. He welcomed in turn each group and body of people represented and amid laughter forecasted a "swan song" for the State Board of Education and observed that this might become a duet, with the book men assisting, upon the passage of the Free Text Book Amendment, at the November election, "if the hopes of some of its advocates are realized." He concluded with a running fire of advice for new arrivals in Catalina, scoring another "laugh" when he advised his hearers strongly to purchase "Catalina souvenirs and curios, which were garnered years ago in the South Seas."

Superintendent Hyatt announced for distribution printed lists showing the number of cents per hundred dollars levied in taxes for schools in each county of the State during the past year, and also the amount per average-daily-attendance-pupil apportioned by each county Superintendent, in addition to the $550 for each teacher. The lists were taken up rapidly by the Superintendents.

With some disappointment, the announcement was received that Lieutenant Governor Wallace who was to have delivered the inspirational address, could not take his place on the program, because detained in Sacramento on official business, in the absence from the State of Governor Hiram W. Johnson.

Then the regular program was taken up, with the introduction by Miss Stella Huntington, county librarian of Yolo County, of the subject, "The County Library and the School." She outlined the methods by which Yolo County has made a conspicuous success of a consolidation of the school library with the county library. She sketched the development of the work, now two years old in her county, which has proceeded from the sending out of fifty books to each school every six months, to a system whereby fifty to three hundred books are sent in a shipment, more frequently, and demands for special books are continually filled. If the book demanded is one which is likely to be often needed, it is purchased and kept as part of the library; if not, it is secured from the State Library at Sacramento. "Thus," she observed, "the person living twenty miles from any town may be in touch with as good library facilities as the man living in the heart of a great city."

Two years ago, she said, the new law was passed, providing that the teachers' library or any district school or county school library may become a part of the county library. So, on undertaking her work in Yolo county, in 1910, she asked Superintendent Mrs. Henshall for the use of her county teachers' library, and secured it, after they had seen a concrete example of the desire of the children for books which could not otherwise be furnished them. This library contained 2,500 books. Thus, she at once brought about a system in Yolo, by which trustees of a school might signify their desire to become members of the county library, as a school, and the warrants for their library money, due from the county, would accordingly be turned over direct by the Superintendent to the county library.

"What do you do with the books already in the school district libraries?" asked Superintendent Lindsay.

She explained that they became the property of the county library, but presented a problem in that many sets were duplicates, and not more than one was needed by the county library. Knowing of no authority for destroying the surplus books, she had allowed them to remain in the schools; she wished, she said, that some law to cover the point would be passed.

Mrs. J. A. Henshall, Superintendent of Yolo County, was next introduced, after the chairman had called attention to the point made by Miss Huntington in favor of the use of the county teachers' library by the county library.

Mrs. Henshall dwelt for a time on this same point, stating that her teachers got almost no use, except in case of Woodland teachers, of the 2,500 volumes in her teachers' library, before Miss Huntington took over her work; now, teachers and children all over the county enjoy access to the books. Taking up the question of the advantages to the Superintendent of having a librarian, Mrs. Henshall pointed out that there is thus secured the services of an expert in books, who has the proper time to devote to their selection and purchase. "The teachers and Miss Huntington study the individual needs of the child, and buy books accordingly," she said. Furthermore, she declared that the services of an expert had also been valuable in getting better apparatus, and in making the money for this purpose go further with better results.

"The suitable books," she said. "Particular books are selected for particular schools or particular children to meet particular needs. And the interest of the children." She cited examples to show how the library system had roused the reading instinct and fostered it in certain schools. Further, she outlined fine results obtained by using a series of supplemental readers, allowing each child in a class to recite from a different reader, and shifting the books about as each was completed.

Here Mrs. Henshall read two letters, written by teachers of her county in response to requests for frank opinions as to the workings of the county library system.

To the disappointment of the convention, Superintendent Hyatt announced that Charles Frederick Holder, the writer who knows Catalina as few other persons know it, had been called to the mainland by illness. However, he gave the Superintendents a delightful surprise when he introduced J. Allen Feik, teacher of the Catalina school. The latter talked entertainingly for fifteen minutes about the island and its attractions for the visitor.

The convention adjourned at noon.

Text Books

The Tuesday afternoon session developed a very interesting discussion on proposed changes in the list of State Textbooks, and incidentally revealed a very wide divergence of opinion on every issue. Superintendent J. W. McClymonds of Oakland presided. In a free discussion that followed the introduction of the subject by Superintendent C. L. McLane of Fresno City, there was a sharp division on both the questions involved—whether to have an additional text in Physiology to supplement the present Primer of Hygiene, and whether or not to abolish the Elementary History. There was considerable sentiment in favor of placing in the State Series a textbook on sanitation, but this was opposed by some Superintendents who were generally of the opinion that the State Series should not be added to in any particular. History stories in lieu of a text were urged, for children of the lower grades, but on the other hand, fear was expressed that the loss of a guide for elementary study of United States history would be disastrous, while some of the speakers took the position that the Elementary History is preferable to the Brief History published by the State.

Superintendent Hyatt threw the matter into open discussion, saying: "The object of this discussion is to ascertain as nearly as possible what the Superintendents of the State think on these two things—Shall there be an additional textbook in Physiology, and shall the Elementary History be abolished? It is a matter to come before the State Board of Education."

Twenty-eight Superintendents took part in the ensuing discussion, in a formal way,

while almost everyone in the room had an opinion to express on one or other of the questions. A summary of views from the twenty-eight Superintendents show eleven in favor of another book in Physiology and sixteen against it; fifteen in favor of abolishing the present Elementary History, nine definitely against it, and four who suggested other expedients, without favoring the present book or condemning it.

Here are some of the opinions given:

Mrs. F. M. Rhodes of Colusa: "I am very much pleased with the Physiology as it is and think it sufficient. I think it would be better, perhaps, to eliminate the Elementary History, and have the small children told historical stories by teachers."

S. B. Wilson of El Dorado: "The teachers of El Dorado County feel that as the statutory school subjects are so many, until we have some relief, we have no room for more work." He said he preferred the Elementary History to the Brief History, if one were to be cut out, and was opposed to another book in Physiology.

S. M. Chaney of Glenn: He stated that his county had adopted a supplementary book on sanitation, and could get a supplementary elementary history in case the present book were dropped from the list.

L. E. Cooley of Imperial: He spoke in favor of less rapid progress through the texts in use, and of more review in school work.

George W. Frick of Alameda: "It is not so much the book as the teacher that counts. There is so much in the school room that I should not do much in the way of textbooks. I am pretty much satisfied with the present books as they are. In history, there should be one book, or a two-book series that would take care of civics."

E. W. Lindsay of Fresno: "It might be well for the country schools to add more to the Physiology. In cities, much could be done by having some capable man to talk to the children in the grades."

Robert L. Stockton of Kern: "I would agree with Mr. Wilson that the elementary book is preferable to the Brief History."

James B. Davidson of Marin: "A smattering of history in the lower grades spoils children in the upper grades for the study of history. The Primer of Hygiene should be supplemented with a Primer of Sanitation."

Charles H. Camper of Chico: "We feel in the City of Chico that it would be better to retain the Elementary History."

J. M. Rhodes of Pasadena: "I feel this is a local matter, and should be glad to settle it for my own community. Locally, I would like to abolish the Elementary History text, but some schools might suffer by having it abolished." He said he would prefer to have the work in physiology untrammeled by texts.

Hettie Irwin of Lake: "Lake County is for one short text in history and one short text in physiology."

J. C. Templeton of Palo Alto: Spoke briefly on the value of supplementary books.

W. T. Helms of Richmond: Favored latitude in the selection of supplementary books, mentioning the books of Dr. Luther Gulick.

D. T. Bateman of Santa Clara: Spoke in favor of including in the instruction on sanitation the principles of hygienic schoolhouse construction.

R. J. Fitzgerald of Nevada: "I think there is a whole lot in the textbook. Next to the good teacher is the good textbook."

D. H. White of Solano: Would make physiology, elementary English and both spellers purely oral work.

Belle Alexander of Sierra: Brought up the wide ground that the teacher of the country school has to cover, and opposed adding more to this labor.

Superintendent Hyatt: "If we abolish a text, will not thousands of teachers feel that their prop has been cut away, and they cannot do anything in that subject, and will not do anything?"

J. W. McClymonds of Oakland: Favored work on sanitation.

J. W. Linscott of Santa Cruz: "I believe in a little more work in sanitation. I should deprecate any more work in physiology; this question of sanitation is one of the greatest importance. I believe in textbooks. Their absence may be all right if the school has a good teacher, but we cannot always get good teachers."

The meeting adjourned at 4 o'clock.

Trustees Institutes

The morning session of the 11th, in the County Superintendents' section, at which Mrs. Minnie O'Neil, Superintendent of Sacramento County presided, was enlivened during the first half by a discussion of the best ways and means of paying the expenses of trustees' institutes. The matter was introduced by Superintendent S. M. Cheney of Glenn County, who sketched his experience with his own first trustees' institute. He told how he had increased the attendance from the eight or ten men who attended the teachers' institutes, to almost every trustee in the county. The total expenses were small. Outlining the topics covered he said: "We took up the subject of school architecture; sanitation was also discussed, and the beautifying of school grounds—I have already seen some of the results; we took up the question of supplies; and are now getting a reduction of twenty-five per cent, though this has not been extended to the whole county. The employment of teachers was a profitable subject, introduced by Mr. Hyatt. The things which may be taken up properly, it seems to me, are multitudinous. An important thing is to get teachers and trustees to work together in the employment of teachers. These latter are beginning to understand and believe that teachers are not paid too well and are not likely to be paid too well."

Superintendent Babcock spoke in favor of paying trustees' expenses from the county unapportioned fund, and outlined briefly the mechanics of his own method of doing this.

Superintendent Mrs. Davidson of Kings gave a short account of how, as a result of her trustees' institute, a meeting had been held with local dealers in school supplies, a price list fixed, and this mailed out in personal letters to the trustees, asking that the list be adhered to, and the business, as far as possible, given to the local people.

"We have saved in our county," observed Superintendent Champ S. Price of Santa Cruz, "the full amount of the expenses of the trustees' convention, in the one matter of buying supplies, afterward. They learned about buying from each other, and also something about the qualifications of teachers. The experience of exchanging views was invaluable." He was opposed to paying as much as $5.00 a day, as suggested, for the time put in by trustees at institutes.

Superintendent Fitzgerald at this point brought about a short discussion of the probation and juvenile court officer question, when he declared: "We passed a resolution to get extra salary for the probation officer. I would like to see a change in the law so that the county supervisors can appoint an attendance officer." Mrs. O'Neil and Superintendent Frick both told how this is handled in their counties under the jurisdiction of the juvenile court, and Mrs. Hyatt called attention to a recent decision upholding this work on the part of Judge Hughes of the Juvenile Court of Sacramento County.

Superintendent Fitzgerald remarked that his trustees had voted down a proposition for per diem compensation.

Superintendent Cagney described his first institute, during which the parents of high school students were brought in and shown the county's equipment in a mechanical way for helping the children.

Superintendent Dan White had a number of original suggestions, approving the idea of gathering the trustees at a banquet, advocating two or three such institutes during the year, and opposing too many features on the program for such an institute. "It is a good chance for the Superintendent himself to get a whack at the trustees," he remarked.

His observation that few claims for expenses of trustees were presented called forth an exception from Mrs. Hyatt, who remarked that all trustees should present their bills, as neglect in this matter contained a bad example.

Local Institutes

The second topic of the morning, that of Teachers' Institutes, was introduced by Superintendent James E. Reynolds of Ventura, who described his system of local institutes, to the intense interest of the convention.

"We had," he said, "four series of local institutes, but avoided the rainy season. Each series consisted of six meetings held in different points in the county, and each was advertised beforehand in the papers. Handbills were sent to the parents and mimeograph announcements. We had from 1,200 to 1,500 attendance in each series and from 5,000 to 6,000 attendance during the season. Each meeting was about two hours in length. Each consisted of a unified topic —literature, geography, moral training, his-

tory, etc. During the year sixty teachers had active parts on the program and between twenty and thirty parents and others." He explained that he sent out letters asking the teachers what topics they could present at this year's meetings. He also dwelt on the importance of securing good lecturers, and named as those he had had, Professor Bassett, Mr. Wirt, Dr. Fox of Pasadena, and Professor Krehbiel of Stanford, who talked on "War and Peace."

Outlining some of the advantages of his plan, Superintendent Reynolds remarked that the money available was $5.00 per teacher, in addition to the money that could be secured for the annual institute. He had $1,100, and the expenses were $767.50. The surplus he proposed to spend for good music. He said the work was worth $3,500 in Ventura County, and the institutes cost $400 more than the annual institute. The expenditure for one meeting is limited to $50, but any surplus may be saved, and expended in the following year. By saving on the first two series, he said, he could have $900 for the third, and then secure the services of some truly eminent man as a lecturer. He mentioned as an example W. J. Bryan, and immediately repartee involving the names of all the Presidential aspirants roused the convention to a gale of laughter.

Here he produced cards which had been received in answer to queries he sent his teachers, asking how the plan of local institutes in their opinion compared with the old plan of a general annual institute. All the replies were favorable.

When the matter was laid open for discussion he was immediately plied with questions, which further unfolded the working of his plan.

Superintendent Keppel, in closing, remarked that Ventura County enrolled more teachers under the new than the old system, and in addition, sent a representative body to the Los Angeles County teachers' institute.

Adjournment was taken till 2 p. m.

Sex Hygiene

On the morning of the 11th, the City Superintendents met in separate session, with J. A. Cranston of Santa Ana presiding. Introducing the subject of sex hygiene as a study in the elementary schools, A. N. Wheelock of Riverside opened a discussion in which Superintendents Linscott and McClymonds participated.

Superintendent Linscott made the point that sex hygiene must be taught. Other subjects, he said, may be taught, but our situation demands that we must have trained men and women in the grades who will handle the subject of sex hygiene without gloves.

Superintendent McClymonds was of the opinion that the study of sex hygiene must be founded on a previous study of the principles of biology, and that boys and girls should be separated on the basis of age; and that the subject should be handled in the form of talks to the girls by a woman physician, preferably a mother, and talks to the boys by a man physician, preferably a father.

Intermediate High Schools

"Intermediate High Schools" were also discussed at this session, with Superintendent J. H. Francis of Los Angeles leading the discussion. He declared that the present system of eight years in the elementary schools carried out the old idea of "the three R's." The work of the seventh and eighth grades of the schools he characterized as a rehash of what had been done in the lower grades, and was of the opinion that this work should be covered in six years of schooling. The present method of teaching, he declared, lead to dependence rather than independence. A different standard is needed in the upper grades; it is wrong and criminal to hold a pupil back because he has failed in one subject. We have, he said, allowed outside forces to demand changes in our school course, when we should have sense enough to inspect the needs of our communities, and have shaped our courses, plans and methods accordingly.

Superintendent J. M. Rhodes declared that the intermediate high school is justified, because the present organized school can or will not adequately meet the problems of modern life. He talked on the subjects of teachers, and social and sociological conditions in relation to these schools. The intermediate school, he thought, will give a chance for better trained teachers than now for the upper grade pupils, though he advised against high specialization, saying that each teacher should instruct in from two to four subjects. Much of the work could be reorganized with profit. Further, he was of the opinion that the intermediate school would make more natural the transition from the seventh and eighth grades to higher schools. The intermediate school will also relate itself more closely to the community and community life, he said.

Superintendent Hughes of Eureka deplored the fact that the name "intermediate school" is misleading. "If it means," he said, "to help the boys for what they are fighting for, I am in favor of it." He thought a direction toward vocation can be done in the seventh grade, with profit to the boy or girl.

Architects

One of the most interesting of all the sessions was that of Wednesday afternoon, when all the Superintendents met in one hall to hear Architects Myron Hunt of Pasadena and C. J. Gill of San Diego discuss school building problems. Superintendent Frick presided.

Mr. Hunt was first introduced. He touched first on the importance of the selection of the architect for a schoolhouse. "You hire an attorney," he said, "and you pay him what he sees fit. You hire a physician, and you do not know the price beforehand. But when an architect is employed, you find yourself hiring a man whose profession has a fixed fee, which makes it possible to hire the best architect in the community, rather than experimenting with a man who is getting his first experience at the expense of others."

Next he dealt with the general plan of the building. "If the problem is a unit problem," he declared, "it is almost so simple and stereotyped that you can take magazines, or such sources, and find about what you want. But there is the modern problem which we are all interested in, that of grouping buildings. It is the modern idea. There is hardly an institution that does not start out with the idea that the needs of the school are going to grow. The modern 'block' plan is the most interesting the architect can go to."

Interest centered about Mr. Gill's discussion of a type of open air school suited to the needs of California. He introduced his talk with some observations on the importance of giving children a definite object in going to school, and on the profit with which the principles of architecture might be taught. He called it an index of character, which might help to more happy relations between people, did they comprehend its meaning.

"You have made a hybrid," he commented, in speaking of the type of open air school sometimes found in the State now. "It has a roof, and possibly some walls, and is to be closed in stormy weather." He stated that he has made a study recently of the New York schools for children affected with tuberculosis, who remain outside in even the coldest weather. They were, he declared, the happiest children one could imagine. Here he produced before the Superintendents a quick sketch of a plan for an open air school. First, there was a retaining wall, overlaid with a concrete floor, several inches in thickness, the space beneath being filled completely with earth. The floor was surmounted by a parapet wall several feet in height, to which were anchored iron pipes, that supported a skeleton roof. This framework was covered with canvas, so arranged that all parts might be drawn up or lowered at will.

In favor of this building, Mr. Gill said it would be warm on the coldest day, since it would operate as a solar heater; cool on the warmest day, because a free circulation of air, on the principle of the Arab's desert tent, could be secured. The ventilation at all times would take care of itself—would be sufficient through the canvas, if this were lowered. He said a soft, diffused, golden light is secured by the use of textile cloth, which is constant even in the darkest

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weather, when from within it would be impossible to tell whether the sun was shining, or the day of the darkest. The concrete floor he declared warm, this being helped by the bank of earth underneath, which would be slow to absorb heat in warm weather, and slow to give it off during the cold. The canvas is waterproof, but perhaps not proof against a heavy fall of snow. Ordinary window screens are placed entirely around and over the pipe framework. The cost per unit of one room, for this type of building, he placed at $500.

The convention adjourned at 3 o'clock.

The Montessori System

During the evening of the 11th, a large gathering of Superintendents in the parlors of the Metropole heard Dr. Mary Powell Jordan discuss the Montessori idea of child training. Dr. Jordan, after explaing that she had been using the system with her own four-year-old child, gave an outline of its theory and operation, and then answered many questions that evinced the attention with which her remarks had been followed.

Superintendent Hugh Baldwin brought a new element in the discussion when he rose to ask why work of this sort is not accomplished by the kindergartens; why children from the kindergartens do not show very marked proficiency over others. He observed that to engraft the Montessori system on the schools of California would be to change the law, as children may not attend kindergarten before the age of four years, and the Montessori system takes them at two and a half.

Dr. Jordan replied that the work before the school age might very well be done by the mothers; if not then, when does the time of the mother's influence come in?

She argued for keeping the children in the home, and from playing in the streets.

"They will learn a whole lot there that you do not want them to know," she replied. "The Devil directs the streets."

"The principal reason," interposed Superintendent Baldwin, "is that the streets are not sanitary."

Dr. Jordan was cordially thanked for her presentation before the Superintendents.

Free Text Books

Fraught with interest that brought on the liveliest debate of the convention, was the discussion on Thursday morning, the 12th, of the questions that will arise in the event of the adoption of the principle of free textbooks by the State of California. Superintendent W. R. Murphy of Pomona presided, and the question was first presented by Miss M. V. Lehner, the Santa Barbara County Superintendent.

Miss Lehner took the position that the books should be distributed directly from the State office, as it would be easier for that office to secure the additional help that would be needed, than for the various County Superintendents' offices to do so. She thought the expense should be met by a State tax, rather than a county tax, and she believed lists of books to be needed in the following term should be prepared at the end of each school year, approved by the County Superintendent and forwarded to the State office, which should ship the books directly to the teacher of each district, in care of the clerk thereof. A limited supply of books, to provide against shortages, she thought should be kept in the office of each County Superintendent. She did not touch the point of whether book dealers should be permitted to handle them, but she was of the opinion that the time of life of a free textbook would depend entirely on circumstances; "perhaps two years in some cases, but in others you will find that a book has absorbed more from the pupil than the pupil from the book."

"How meet the sanitary question?" she continued. "The county librarians feel they have met and solved that, and if we could get directions from them, fumigation and all sanitary work could be done in each schoolhouse." She was of the opinion that supplementary books might be purchased, just as they are now; the State would have enough to do with the distribution of the regular books. On the question of how to introduce the free books, she said the books now in use should continue in use by the pupils. "And you will find," she predicted, "that a great many people will at first prefer purchasing the books, to having their children use books which have been in the hands of other children. I see no reason why pupils should not continue to use the books they have." She thought extravagance in the system could be prevented only by the exercise of unceasing vigilance.

Here arose the point that caused the liveliest discussion of the convention.

"Is it the intention," asked Superintendent Fitzgerald of Nevada County, "that the children will have the privilege of buying the books, if they desire, from the State?"

Mrs. O'Neil—Where can they buy them?

Superintendent Fitzgerald—Mr. Wood of the State office said the children would not have the privilege of buying books. Are we to have that privilege?

Superintendent Hyatt—If I were to try to answer Superintendent Fitzgerald's question, I would say there is no answer to that question. It is all in the air; it rests in future legislation. And future legislation rests with those interested, as is Superintendent Fitzgerald.

Superintendent Fitzgerald—I want to know before I vote; if I cannot buy the books for my children, I am going to vote against that law.

Mrs. O'Neil—Personally, I do not favor free textbooks. But will you have that privilege any more than paying tuition?

Mrs. Abrams—If the amendment is going to deprive parents of the privilege of buying textbooks if they see fit, I am going to vote against it. The State furnishes supplies to children, but there is nothing to prevent parents furnishing supplies to their own children.

Superintendent Linscott—I am for that sentiment. There are thousands and thousands of parents who will wish to purchase books for their own children. If this law is to pass, there should be without question a provision by which the State will be allowed to sell books as well as give them.

Superintendent Davidson—I wonder if it is not as democratic to extend to all the privilege of buying books if they want to. I do not believe the move for free textbooks came from the people of California.

"Whom did it come from?" asked several voices.

Superintendent Davidson smiled, and continued: "There will be a penalty for the

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misuse of books, which will come nearly to the original cost. This means a good deal of work for the Superintendents. But, the Superintendents should have additional work, of course. Moreover, it will have the additional advantage of enabling us to fill in our additional time and not become weary of waiting. The worst of it is, this will be transferred to the teacher. The success of a teacher depends upon her surplus energy, and if we put an additional ten per cent drain upon that energy, she has that much less to carry over for the next day. That energy would be better expended in the legitimate work of the school. (He dwelt a minute on the additional work caring for free books would mean.) I think there are very few people in California who cannot buy books and are not willing to buy textbooks; there is a certain amount of pleasure in buying books for one's children and handing them over.

"However, we have this amendment before us and I judge from the last vote on amendments it is going to carry, so we should devote our attention to the question of distribution, so as not to put too much work on the Superintendents." The tendency, he declared, will be to hold the books as long as possible. The average legislator he thought inclined to squeeze school funds as much as possible. There would be a tendency, he predicted, to change books as little as possible, because a change "would cause what is termed extravagance." "It seems a great outlay to change the books for the entire State, but not a great outlay to supply those needed for the ensuing year. But it is here," he concluded, speaking of the principle of free textbooks, "and the only thing we can do to-day is to devise some good plan for their distribution."

Again several voices asked: "Whom did the movement come from?"

"It came," Davidson answered, "from orators in conventions who had something new and bright to tell us who could not think for ourselves."

Superintendent Rhodes of Pasadena rose to observe that this was only a part of a larger question, and we must face it in that way rather than as a separate matter. "In this country of ours," he said, "we have what is termed free schools, and the owner of property must contribute to their support whether he will or no. The parent is compelled to send his child whether he will or no. We are to have free textbooks, and our idea is to distribute the burden just as we have in these other matters, so that the property of the State shall contribute to the purchase of these books, whether the property owner will or no."

He stated that he had had experience with free textbooks in two States of the Union. "In one State, the parents were allowed to purchase books, and that part of the law soon became obselete. Judging from that experience, I would say that when free textbooks are adopted in California, you will have little if any call from parents to be allowed to use their own funds for the school books for their children."

Q.—What was your experience with the success of free textbooks in these States?"

A.—In the matter of demonstration, a success, yes. We are able to have an evener supply; if not, it is our own fault. In some places we have difficulty in getting books furnished in time, unless from the indigent fund. From that standpoint, the free textbook is a decided success—more books and better distribution." The expense of distribution is not great in cities, he said, but he could not say as to the country districts. "There are other matters connected with it that I have doubts about," he concluded.

"What matters were not a success?" asked Superintendent Keppel.

"The matters," Dr. Rhodes answered, "which have seemed somewhat to be questionable concern with teachers have been partially of a theoretical kind. In the first place, there is ownership of property and the respect which children have for property rights. The police obligation of the teachers is increased. On that score, the teachers have doubted the wisdom of free textbooks. We found in some places, also, a difficulty in handling the situation without a good deal of pressure from questionable sources—from the community for this or that book and this thing or that, so that there is doubt if the course of education is not interfered with from the outside sources. The mechanical part of it will get too much of our attention."

Keppel—What about the sanitary side of it?

Rhodes—In my schools, we had a regularly organized scheme of disinfecting. The books were carted to a room and fumigated, then instructions came from my office that all books of a questionable character were to be thrown aside for expert inspection. The expert inspection was looked after by the librarian and the librarian's assistant. I also inspected once or twice a year personally. We destroyed an immense mass of books—thrown into the furnace.

Q.—Who made the requisitions?

A.—The Superintendent's office. I prefer local distribution. My own personal opinion is that the free textbook law should carry with it local distribution. My city should be allowed to select its books and pay for them.

At this point, it was observed that the discussion for the day had been limited to matters outside the merits of the proposed amendment, as such.

"Of course, where you have State adoption," continued Dr. Rhodes, "the general distribution would be from the State office. All requisitions would go into the State office, and from there to book depositories at various centers, and be filled from these centers, very much as the large book companies operate. The local distribution would be from the office of the County Superintendent."

Q.—Who would bear the expense of distribution?

A.—The State should bear it.

Q.—Do you know of any place where the district was made the unit of distribution?

A.—No, except that in some places, the County Superintendent delivered to various centers books sufficient to cover an estimate of needs for the given time. A box of books was sent to each district in advance in case the estimate should be short.

Q.—Don't you think that in a county of 20,000 children, the Superintendent would be a distributor instead of a supervising teacher?

Dr. Rhodes was of the opinion that the State should provide clerical force sufficient to prevent this; that it was wrong to put an expert in a Superintendent's office, and then give him clerical work to perform. Mrs. Abrams declared that in her own case, the clerical work is already too great a burden, and she had been unable to get an increase in her office force. There was some further discussion of the value of relieving the Superintendents of purely clerical duties.

Keppel—I would like to ask the secretary

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of the State Textbook Committee that, assuming it were necessary to supply a new set of books to all the schools, how long would it take the printing office with its present capacity to supply the books?

B. S. Lobdell—The capacity of the printing office is limited by a casing machine that can make 2,400 cases a day—that can make 2,400 cases a day.

Keppel—Is that all that limits it?

Lobdell—I have been trying to find out for a year.

Keppel—No trouble getting books now as fast as you want them?

Lobdell—I left a night shift working.

Keppel—Are you getting now all you need?

Lobdell—I would like to see ten thousand a week going into the warehouse.

Keppel—It has been a question with me if the printing office could meet this need. We will have to have textbooks. It seems we ought to be worrying about the question if we are going to be able to get books at all. (He referred briefly to an existing shortage in the supply, stated that the printing office might be equipped to furnish the books for the State in thirty days, and declared the system on which the office was run was the one vital point. In this connection, he characterized the present administration of the printing office as the best in its history. In reply to further questions, Lobdell cited figures to show the immense size of the proposition of printing books for the children of the State schools.)

Superintendent Keppel held the floor to declare that County Superintendents should not submit to having the matter of distribution of free textbooks put into their hands. As a further argument for the district plan, he predicted the coming in the near future of a parcels post system that would reach rural communities.

"Should the districts also pay for the books they use?" was asked.

"The ideal system," said Keppel, "would be for the district, the county and the State to share the expense." But, his opinion of the present condition was that the State would bear all expense of the free books.

Superintendent Stockton suggested that mountains were being made of molehills in the matter of distribution.

At this point, Superintendent Cloud opened a new issue, asking: "How about parochial schools? The parents pay taxes and support our schools, but send their children to other schools."

"That's up to the legislature," observed Superintendent Davidson.

"This question of parochial schools goes right to the heart of government," Keppel declared. "Why should not these schools be under the State?"

Mrs. O'Neil answered: "These parochial schools are willing to go under the State if they can close at a certain time for religious instruction."

Superintendent Fitzgerald obtained the floor. "Mr. Chairman, I move you it is the sense of this convention that the parents be permitted the privilege of buying State books if this amendment carries." The motion was seconded.

Here ensued a parliamentary snarl, during which Superintendent Helms spoke for the enforcing of the same system of securing books, for all, and Superintendent Mitchell objected to any action being taken. A motion to lay on the table was lost, and after an objection to action, from Superintendent Baldwin, had been overruled, the original motion was declared lost by a vivo voce vote. There were calls for a division, and on motion of Superintendent Frick, seconded by Superintendent Woods, the entire matter was reopened, and the motion to lay on the table again lost, after a division had been called for, by a vote of 11 ayes and 20 noes.

When the original motion was again stated, Superintendent Baldwin rose, and opposed any action, on the ground that the passing of such a motion would be interpreted throughout the State in the light of an opening shot against the Shanahan amendment. He thought that some Superintendents would be put in a wrong light, no matter what was done, and demanded the calling of the roll. His objection, and one from Superintendent Davidson on a point of order, were overruled, and the motion put to a vote, which resulted: Ayes, 27; noes, 7.

Superintendent Templeton was of the opinion that this position would complicate the matter of distribution still more, but the point was abandoned after brief discussion.

Superintendent Frick objected, on the ground that the motion was unfair, containing no reference to the plan of free textbooks, and thus being misleading. Keppel withdrew his motion, but Babcock declined to do so. Superintendent McClymonds said he favored free textbooks but not the proposed plan for the reorganization of the State Board of Education. Frick stated a motion including the phrase, "but this motion shall not be construed as favoring the present constitutional amendment." McClymonds seconded and Babcock withdrew from his motion.

Here the original motion was restated: "This convention reaffirms its previous declaration in favor of free textbooks." Keppel stated that this was to be followed by another motion to meet the question of method.

Superintendent Wood was on his feet in a moment, to move that the entire matter be laid on the table, as any action of the convention would be misconstrued. This was seconded, and put to a standing vote, which resulted: Ayes, 36; noes, 7.

Here, Miss Gretchen Libby of the California Fish and Game Commission spoke briefly to the Superintendents on her work with the schools, distributing among them a little pamphlet on "A Few Reasons for Teaching Bird Study in the Schools." She told of her intention to spend more time in future in interesting the teachers in bird study, and of how the children might be reached through nature study and composition work. She said she had supplied the teachers with the bulletin she was distributing, and would send to them each month a four-page bulletin, suggesting outlines for observation and experiments.

The textbook matter was immediately reopened by Superintendent Baldwin. "I am informed," he said, "that this convention has just gone on record as opposed to free textbooks. If this is the case, the sooner the matter is straightened out the better. I think Mr. Keppel's motion should come up again."

Objections came from several, and Keppel moved that the next address on the program be made a regular order for 2 p. m. This was carried, but Baldwin took the floor once more.

"I want a statement," he said, "whether it is true we have gone on record as opposed to free textbooks."

He was ruled out of order, and the convention adjourned till 2 p. m.

Agriculture Education

The matter of agricultural education was handled on the afternoon of the 12th, in very practical shape by Prof. E. B. Babcock of the Agricultural Department of the University of California. He distributed mimeographs of an outline prepared by Superintendent Davidson, giving a suggested form for records of garden work to be kept by pupils up to and through the seventh grade. Prof. Babcock stated that he would have as many of these printed, and distributed, as the County Superintendents would use.

Superintendent Reynolds briefly told of the failure of the agricultural department of the Oxnard High School, asking the reason therefor. Prof. Babcock replied very briefly, concluding, "that is the experience of one high school that I deeply regret, but do not care to say more." When Reynolds insisted on hearing an answer, Prof. Babcock stated that he would rather give reasons for the failure in private. He said between 70 and 80 schools in the State now have agricultural courses, ranging from one year to four in length.

"The big idea in all this is that here is an opportunity," said Superintendent Hyatt, "for each Superintendent of this State to take up in his own county, and make a reputation for himself; create an enthusiasm that will spread beyond the confines of the county." He called for the Superintendents who would desire Prof. Babcock to proceed along the lines suggested to stand. Thirty-four stood up in response.

The chairman named as a committee on

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resolutions Superintendents Cree of Riverside, Abrams of Butte and Helms of Richmond. They were instructed to report the following afternoon.

Average Daily Attendance

"Average Daily Attendance" was introduced by E. W. Babcock of Mendocino County about the middle of the afternoon. He stated that the law has worked well, with a few exceptions, and that it had worked hardships in some cases by causing districts to lapse which would not have done so under the old law.

"How did it cause them to lapse?" asked Superintendent Bateman.

Superintendent Babcock explained that under the old law, children from a strong district sometimes attended school in a weak district, and were counted there, but under the provision of the present law that provides for the transference of children back to their home districts, this is no longer possible. He stated that he would like to see the law changed so as to permit crediting of attendance in the schools which the children actually attend.

The speaker then touched on the matter of apportionment, explaining how the $550 teacher basis, with the remainder of the fund apportioned on a basis of average daily attendance, put a preponderance of money into the larger and stronger schools, whereas the weaker schools in numbers are usually more remote, further from supervision, less congenial for the teacher, and should thus be able to offer larger salaries and get better teachers. Under the present system, the large school in the town is both more congenial for the teacher, and pays the larger salary. He stated that he would like to see the apportionment so arranged that the smaller school would get practically as much money as the larger, and suggested that $770 for each teacher would be fairer as a basis of apportionment.

Superintendent Babcock argued for a uniform school day throughout the State, as opposed to the minimum day plan now in operation. He also spoke strongly in favor of great care in keeping track of the matter of tardiness, and the absences it may entail. The possibility of tardinesses being made up he also mentioned.

Adjournment till morning was taken at 5:30.

State Insurance of Schools

At the opening of the morning session on the 13th, with Superintendent Hyatt presiding over a separate session of County Superintendents, Superintendent R. P. Mitchell of Orange County introduced the subject of "State Insurance of Schools." He cited instances where the insurance carried on schools exceeds the actual value of the schoolhouse, and of trouble that has arisen after fires, from this source. He advocated a legislative measure to create a system of State insurance of schools, and declared it would be good business to pay insurance premiums to the State of California rather than to the insurance companies. He declared one per cent could be paid on insured properties, and a certain amount be placed in the State insurance company, instead of paying two per cent on a three years' commercial policy.

Superintendent Keppel spoke at some length on the topic, giving some of the arguments that the insurance companies use against such a plan, and suggesting that a feasible plan would be to have the policies written on blanks furnished the County Superintendents by the State, giving the valuation of the property and the rate. This would entail little labor. In ten years, he thought, the fund would have accumulated so that the rate could go as low as three-quarters of one per cent. He would extend, he said, State insurance on schoolhouses to State insurance on all public buildings.

Superintendent Cloud moved that the Superintendents go on record as favoring the plan outlined by Superintendent Mitchell.

Superintendent Babcock stated that there has been one schoolhouse fire in Mendocino County since 1882, whereas the premiums paid on insurance policies are far in excess of the losses by fire. The one fire in question was caused by the earthquake of 1906.

Superintendent Cree said that Riverside County has had four buildings destroyed by fire in four years, and each has been replaced with a fine, modern building.

Superintendent Hyatt asked if any Superintendent had figured the cost of buildings burned, as compared with the premiums paid in, and suggested that this is the method to be employed in order to reach a fundamental basis in State insurance. He received no answer.

Superintendents Buckman and Davidson spoke in favor of State insurance as opposed to county insurance, because the proposition is too large for so small a unit as a county. Superintendents Stockton and Fitzgerald both stated that they had had in their counties, respectively, four fires in ten years.

The motion was called for and carried.

Superintendent Babcock moved that the Superintendent of Public Instruction be requested to investigate through a questionaire sent to County Superintendents what the fire losses have been as compared with the premiums paid for insurance during the last five years, and with a supplementary report, where possible, for ten years.

The motion was carried.

School Supplies

Superintendent W. H. Hanlon of Contra Costa County, who has beneficially worked out a system of co-operative buying of school supplies, in his own county, talked on that subject to the Superintendents, before the close of the morning session in the County Superintendents' section. He declared that 200 per cent saving has resulted from co-operative buying of supplies in Contra Costa. This applied, he said, to the purchase of paper, erasers, lead pencils, and, in fact, all materials. He touched on the difficulty encountered in some cases when supply houses refuse to sell to a County Superintendent, but said there was no real reason why business with them should not be done on a business basis. He also said they questioned the right of the County Superintendent to hold up bills that had come in from trustees in correct form, even when the prices were high and the bill was shown to be excessive. This was not the case in his county, however, as the County Superintendent of schools acts as the secretary of a committee appointed by the body of trustees of the county. This committee buys at such times and in such quantities as needed. The local people as well as the larger houses submit bids. Bills from outside are f. o. b. San Francisco. Hanlon suggested that other trustees take up this matter, in order to give the movement greater support. Otherwise, he said, he may be forced back to the old plan as the largest supply houses refuse to bid.

Superintendent Keppel moved, "that this body of Superintendents express to Superintendent Hanlon its thanks for the campaign he has waged for the reduction in cost of school supplies." A rising vote was taken and the motion unanimously passed.

Announcement

It gives us great pleasure to announce the consolidation of

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Mr. Chamberlain suggested, after several Superintendents had spoken of the dangers that may lurk in the itinerant supply agent, that some Superintendent propose a motion to the effect that the Superintendents of the State be requested to submit to the Sierra Educational News the name of any agent falsely representing his material, and that the name of such agent be published in the Sierra Educational News, this to protect the children, trustees and teachers of the State.

Instead, Superintendent Keppel moved "that we favor the adoption of such a system of purchasing school apparatus, furniture and supplies as will secure such things at reasonable prices."

This motion was carried.

Superintendents Davidson and Hyatt spoke in favor of wide publicity as a protection against agents falsely representing their goods, or credentials, and the former advocated the placing of a course in the normal schools, through which teachers might be trained in the proper buying of supplies.

The session adjourned at noon.

Closer Supervision

During a separate session held on the morning of the 13th, the City Superintendents, with Superintendent Templeton presiding, considered the matter of closer supervision. The subject was introduced by Superintendent Will C. Wood of Alameda.

Superintendent Wood said supervision should be closer and more liberal. He spoke for unification, to be obtained through teachers' meetings; grade meetings; meetings of teachers interested in a particular subject; Superintendent's bulletins, discussion promotion, graduation, etc.; and the annual report, which should inform the public of the aims and the teachers of the ideals and purposes of the Superintendent.

In regard to the teaching force, he said the Superintendent should aim to secure good teachers, rather than make over bad ones. He said visits to schools should be brief, and not many details noticed, as individuality in the teachers should be encouraged. He urged the promotion of growing teachers, and the holding of city institutes.

On the encouragement of teachers, he favored the instruction to them of new ideas where practicable; that teachers be allowed to visit better teachers; and that the Superintendent talk over new things of which the teachers think.

The question was also discussed at length by Superintendents Templeton and Rhodes.

Juvenile Courts

A very pleasant surprise was given the convention at the opening of the afternoon session of the 13th, when Superintendent Hyatt introduced Judge Curtis Wilbur of Los Angeles, the juvenile court judge whose name is so well known in the West, and the judge spoke to the Superintendents at some length on "The Relation of the School and the Juvenile Court."

Superintendent Fultz moved that the judge of the Superior Court of Los Angeles County be asked to mail to each City and County Superintendent a report written by Judge Wilbur on his juvenile court work. This motion was passed, and Judge Wilbur agreed to attend to the matter.

A resolution extending to him the compliments and thanks of the body of Superintendents present was also passed unanimously.

Resolutions

The report of the resolutions committee was received and the following resolutions passed by the convention:

Resolved: That a vote of thanks be tendered Superintendent Hyatt for the treat he has given the Superintendents of the State in calling the convention in this delightful spot, and for his faithful and earnest work throughout the year in behalf of the Superintendents and the Schools of the State.

Resolved: That we express to Superintendent Hyatt our approval of his plan of holding as part of the convention program, separate sessions for City Superintendents and County Superintendents and request that this practice be continued.

Resolved: That we favor peace and pledge ourselves to do all we can to promote peace in the world.

Resolved: That we favor such changes in the law as will enable the officials to keep school funds under two heads, namely, teachers' fund and general fund.

Resolved: That we favor such changes in the law as will allow teachers' institutes to be held partly as local and partly as general institutes.

Whereas: Many thousands of dollars are annually paid to private insurance companies for the insurance of school buildings and since most of this money goes out of the State,

Resolved: That it is the sentiment of this convention that the State should provide for and carry this insurance on school buildings,

Whereas: The Honorable John Swett, as a teacher, City and County Superintendent of Schools, and as Superintendent of Public Instruction, of this great commonwealth, reflected marked credit and conferred distinguished honors upon the profession of teaching the State of California, and

Whereas: It is both right and fit that some expression of a permanent nature should be directed in recognition of his great services to the children of our State, and

Whereas: It is the consensus of opinion of this convention of City and County Superintendents that this body should take the initiative in this State, therefore, be it

Resolved: That Alfred Roncovieri, Superintendent of Schools of San Francisco, and A. A. D'Ancona, president of the Board of Education of the City and County of San Francisco, be requested, and they are hereby requested to appoint the necessary committee to put into execution the intent and purpose of this resolution.

Whereas: The proposed abolition of the poll tax would only lighten the burden of taxation of those who are not property holders and would place an increased taxation upon those who are property holders, and

Whereas: The abolition of the poll tax will greatly reduce the income of the State school fund, without providing a satisfactory substitute, therefore, be it

Resolved: That this convention of City and County Superintendents go on record as being opposed to the abolition of the State poll tax.

Resolved: That a bulletin be issued by the State Department, referring to the present legal status of the department kindergarten, the necessary steps under the present rulings for establishing and maintaining same, and state the present extent of the kindergarten acts, and the establishment and standard of improvement, housing, maintaining and salaries.

Resolved: That the City and County Superintendents favor a revision of the present laws relating to architects.

A vote of thanks was tendered the committe on resolutions.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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Editorial

Vocational Guidance is a necessary adjunct to vocational training. In fact the job of life is half done when you know what you really want to do.

* * *

The Shanahan Amendment for free text books and a reorganization of the State Board of Education should carry. It is important that the State Board of Education be reorganized. Of course, if the Amendment should fail to carry the personnel of the Board should be changed by displacing the inefficient State Normal School Presidents with more efficient ones. The simplest way, however, is to vote for the Shanahan Amendment, and trust to the Legislature and Governor Johnson to organize a representative State Board of Education.

* * *

The City of Los Angeles is developing a wonderful socialistic school system—in spots. Francis is going right ahead. He is blazing the way. When he arrives the people will be surprised at the fact that the children have been equipped not for a life of competition but for a state of socialism. Each individual will have opportunity to work out his highest destiny without the hindrances of the fierce competition that prevailed before private enterprises forced government control of private monoply of public and semi-public business.

* * *

The trustees meeting was the one new strong vital note in the convention of Superintendents. The meeting together of School Trustees and the discussion of topics connected with service to the district and County and the State will be sure to bring results.

* * *

The best school garden is the yard, farm, or ranch in the neighborhood of the school that shows the best care, and the best result.

* * *

The educational pessimist is on his annual tour. Welcome him. "Our Schools Are Efficient," cries the optimist, and correctly so, but they are not sufficient. No, sir; our universities, our normal schools, our high schools, our elementary schools are efficient, but not sufficient. The elegant new school buildings; attractive pictures on the wall; fine rugs in front of the teacher's desk; massive entrance halls; new paint; slate blackboards; and expensive supplies, are all excellent aids to education. They are, however, the least important of all the aids to culture, information and life. The community that spends more on its buildings than on its teachers is like the millionaire who pays $25,000 for kitchen furniture and growls at $50 per month for a cook.

* * *

Dr. Burke recently defined an educational journal as a pamphlet published and circulated and sustained for the purpose of distributing advertisements of book publishing houses. This copy of the Journal is not entitled to be enrolled in his classification. It is published largely so far as contents go to give publicity to the very excellent discussions of the City and County Superintendents' Convention at Catalina.

* * *

Physicial exercise must be carried on in the schools in a sane manner or it will be injurious. The athletic games of the modern High School are not conducive to a healthy normal development of the young man and young girl. The wood pile used to furnish the best kind of health exercise.

* * *

There was a boy on a farm in Georgia left fatherless and most of his inheritance was an invalid mother and five younger brothers and sisters. He had to make the old farm pay the bills—the roads were so bad he could scarcely get his stuff to market—he started a series of annoying visits to the county commissioners asking for help in repairing the road—at the end of two years they were so worn out with his persistency they gave him permission to build three-quarters of a mile of road and great was their astonishment to find that he selected the worst place four miles from his own farm! It ended by his building many miles for the county. Tell this to the boys.

* * *

The Democratic platform contains the following planks of special interest to teachers:

Pensions for Teachers—We favor a teachers' pension law that shall place all teachers upon the same basis, and also the extension of the pensions to all public employees under a civil service qualification.

Free Textbooks Favored—That this convention approves and recommends to the people of the State the adoption of assembly constitutional amendment No. 3, generally known as the Shanahan free textbook constitutional.

The Progressive Republican platform contains the following:

Free Textbooks—We approve and recommend to the voters to support assembly constitutional amendment No. 3, known as the free textbook amendment.

Western School Notes

David Starr Jordan will talk on "Peace" at the Plumas County Institute on October 1st.

* * *

Miss Blanche Weil is conducting a class of Montessori pupils in connection with the San Francisco State Normal School.

* * *

The Board of Education of the City of Oakland has segregated the academic department from the business and financial. Superintendent McClymonds hereafter will devote his entire time to the teaching department.

* * *

The Summer Schools of Los Angeles public system proved to be a great success. There were 2,937 in the elementary section, and 1,434 in the high school. The school was kept open thirty-three days.

* * *

Los Angeles City will offer university courses in the High Schools covering the work of the Freshmen and Sophomore years. Special work will be taken up in the engineering, chemistry, advanced, commercial work, etc.

* * *

A committee, R. J. Leach, Lewis R. Tarr and Miss K. Casey, has issued a vocational guide book to be used in the Los Angeles Schools.

* * *

C. A. Stebbins has been elected to a place in the Chico State Normal School, vice Lena Barkley. Mr. Stebbins was formerly connected wtih the State University, and is an alumnus of Chico.

* * *

Los Angeles City now has 1,800 teachers on its pay roll.

* * *

Mrs. Johnston, the school commissioner of Sacramento, is selling school books at cost to the children.

* * *

W. L. Glascock of the San Mateo High School has refused to permit the pupils to dance the various new ragtime dances during recess hours.

* * *

Miss M. L. Kissell has been appointed at the University of California to organize a department in home economics.

* * *

Jerome Cross of the Ogden High School has been elected Principal of the Pasadena High School.

* * *

J. W. Wollett, the State Architect, is drawing plans for a new Normal at Fresno. It is to be hoped that San Francisco will be given a Normal School in keeping with the development of the city, the World's Fair and the State.

* * *

Mr. J. E. Rankin of Chicago is Principal of the new High School at Galt.

* * *

C. L. McLane has announced that the plans for the new State Normal School Building at Fresno will soon be ready. The enrollment of the Normal High School at Fresno which was two hundred and seven, promises to be much larger this year.

* * *

BAY VIEW READING COURSE

These short, inexpensive courses, in their 20th year, appeal to progressive teachers. Nine courses ready. Why not look into them and resolve to make your reading count for better results? They combine delightful travel features and specialize in history, literature, art and contemporary life of lands studied. Why not start a club? Send to J. M. HALL, BOSTON B'D., DETROIT, MICH., for circular.

Professor Snow has been elected principal of the Campbell Union High School.

* * *

Professor Wells of Colorado has been elected principal of the Santa Clara High School.

* * *

Mrs. Emily T. Pearsons, who was one of the teachers of the historical Lincoln School of San Francisco, is dead. She was one of the teachers of David Belasco and other prominent men of the early days.

* * *

Superintendent James of Berkeley reports an increase in the opening of the Berkeley Schools over last year.

* * *

Irwin Shepard, Secretary of the N. E. A., resigned and D. W. Springer of Detroit has been appointed his successor. Shepard has been Secretary of the organization for fourteen years. His term would have expired in June, 1914.

* * *

C. A. Davis has been re-elected principal of the Sterling City School in Butte County. Professor Davis has made a splendid record in the Sterling City Schools and was the unanimous choice of the Board for re-election.

* * *

The State Comptroller, Nye, has drawn his warrant of $100,000 for the purchase of a new site for the Los Angeles Normal School. The State sold the old site for $600,000. Even the State of California can make money in the purchase and holding of real estate.

* * *

Miss Bradley has resigned as principal of the Stege School on account of reduction of salary.

* * *

Mrs. J. R. Sutton, wife of J. R. Sutton, vice-principal of the Oakland High School, died while on a visit to relatives at Los Angeles.

* * *

Superintendent Alex. Sheriffs reports that he has requests from parents from different parts of the State who want to locate at San Jose on account of the excellent school facilities of the garden city. It is too bad that all the boosting of public school system should be left to Los Angeles, when other cities are doing such excellent educational work, and we are glad to see that Superintendent Sheriffs is getting into line.

* * *

Professor L. A. Taaffe, principal of the Humboldt Evening School, San Francisco, died July 18th. He was 70 years of age and has been identified with the city schools since 1876. He was one of the pioneer teachers and founder of the St. Mary's College in Oakland and the Sacred Heart College of San Francisco.

* * *

The City of Los Angeles wants $7,000,000 for schools this year—$4,000,000 for maintenance and $3,000,000 for new buildings.

* * *

Preparations have begun for the annual Teachers' Institute and Northern Section, California Teachers' Association, meeting to be held in Sacramento October 22nd to 25th. S. M. Chaney of Willows, who is president of the association, has engaged several speakers for the meeting, among whom are State Superintendent of Public Instruction Edward Hyatt, Dr. E. O. Sisson, head of the educational department at Washington University and Dr. Richard G. Boone of the University of California. Many important matters relative to proposed legislation on school matters are to be taken up at the session for action at the next session of the legislature.

* * *

"Health in Home and Town," by Bertha Millard Brown, D. C. Heath and Company, publishers. This very excellent book has information in reference to the health in home and town that is not attainable in any other form. It is really one of the very best books published to be placed in the hands of the trustees, teachers and pupils. A copy should be in every school library in California.

* * *

D. C. Heath and Co. has issued the "Elementarbuch Der Deutschen Sprache," by Spanhoofd. This is a book designed to meet the demand for a book for the younger students in High School work. There are many excellent development lessons. It is a serviceable book for anyone beginning the study of German.

* * *

To have the tongue cut out, and to be seated, deaf and dumb, in a corner, were preferable to his condition who cannot govern his tongue.—Sadi.

* * *

Dixon Union High School voted on September 21st $50,000 for a new High School Building.

* * *

Superintendent J. H. Francis has been offered the Superintendency of the Cincinnati Public Schools, vice Superintendent Dyer, who goes to Boston at $12,000 per year.

* * *

John Gamble of Hayward proposes the name of David Starr Jordan for United States Senator for California.

* * *

Samuel W. Brown of San Jose, who was graduated from educational department in '07 of Stanford, has been appointed superintendent of the training department of the San Francisco State Normal School. After receiving his degree, Brown attended Columbia, where he received his degree of Doctor of Philosophy in 1911. For a year he has been head of the education department of the Normal School at Lewiston, Idaho.

* * *

THE MAINTENANCE OF A MICROBE

A country school teacher was cashing her monthly check at the bank. The teller apologized for the filthy condition of the bills, saying, "I hope you're not afraid of microbes."

"Not a bit of it," the scoolmarm replied. "I'm sure no microbe could live on my salary."—Lippincott's.

* * *

There is nothing so laborous as not to labor. Blessed is he who devotes his life to great and noble ends, and who forms his well-considered plans with deliberate wisdom.—St. Augustine.

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SHAMPOOING
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SOME INTERESTING FIGURES

Job Wood Jr. of the statistician office of the Superintendent of Public Instruction, has compiled some interesting figures comparing (1) enrollment, (2) teachers employed, (3) average enrollment per teacher, and (4) cost per pupil enrolled in the grammar and primary schools in the different cities in California. The following are taken from these figures:

	(1)	(2)	(3)	(4)
San Francisco	46,649	1059	44	$34.42
Los Angeles	42,976	1068	40	38.44
Oakland	19,065	461	41	48.26
San Diego	5,442	128	43	29.51
Berkeley	5,377	163	33	41.32
Sacramento	5,129	160	32	51.11
San Jose	4,484	114	39	32.08
Pasadena	4,194	148	29	58.75
Long Beach	3,521	100	35	38.74
Alameda	3,178	96	33	33.50
Stockton	2,982	81	37	39.96
Riverside	2,218	68	33	33.71
Bakersfield	2,110	49	43	26.30
Chico	1,831	40	46	24.92
Pomona	1,808	59	31	42.53
Santa Cruz	1,471	44	34	32.32
Santa Barbara	1,460	48	30	39.24
Vallejo	1,377	35	39	30.00
Santa Monica	1,346	43	31	40.91
Santa Rosa	1,346	36	37	30.39
Richmond	1,030	24	43	27.41
Visalia	910	22	41	28.04
San Luis Obispo	777	20	38	24.76
San Rafael	679	18	38	34.50
Palo Alto	586	19	31	40.07
Oroville	582	16	36	23.76

The total enrollment in the cities reported was nearly 175,000; with about 4,425 teachers employed. The average enrollment per teacher for the State was forty, and the average cost, $35.14.

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Mrs. Anita L. Walker, Proprietress

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STATE APPORTIONMENT FOR ELEMENTARY SCHOOLS

Credit each county with amount given below for reapportionment to the several Elementary (Primary and Grammar) districts.

County.	Total Number Teachers Allowed on Attendance June 30, 1912.	Total Average Daily Attendance June 30, 1912.	Total Apportionment $250 per Teacher made September.
Alameda	862.00	27,310	$215,500 00
Alpine	00	34	750 00
Amador	57.92	1,263	14,480 00
Butte	153.00	3,681	38,250 00
Calaveras	69.87	1,392	17,467 50
Colusa	44.81	924	11,202 50
Contra Costa	150.00	4,437	37,500 00
Del Norte	20.00	419	5,000 00
El Dorado	58.96	899	14,740 00
Fresno	405.29	12,120	101,322 50
Glenn	53.00	1,114	13,250 00
Humboldt	181.00	4,489	45,250 00
Imperial	59.00	1,553	14,750 00
Inyo	28.00	611	7,000 00
Kern	171.67	4,325	42,917 50
Kings	82.11	2,382	20,527 50
Lake	46.20	786	11,550 00
Lassen	39.00	611	9,750 00
Los Angeles	1,931.43	61,035	482,857 50
Madera	49.00	997	12,250 00
Marin	88.84	2,429	22,210 00
Mariposa	28.14	424	7,035 00
Mendocino	160.00	2,979	40,000 00
Merced	95.52	2,423	23,880 00
Modoc	51.00	943	12,750 00
Mono	9.00	118	2,250 00
Monterey	128.42	2,813	32,105 00
Napa	87.09	2,083	21,772 50
Nevada	82.00	1,892	20,500 00
Orange	173.57	5,552	43,392 50
Placer	81.96	1,992	20,490 00
Plumas	32.00	551	8,000 00
Riverside	165.49	4,542	41,372 50
Sacramento	246.21	6,968	61,552 50
San Benito	49.46	896	12,365 00
San Bernardino	244.18	7,220	61,045 00
San Diego	314.33	8,255	78,582 50
San Francisco	1,130.00	35,888	282,500 00
San Joaquin	210.13	5,985	52,532 50
San Luis Obispo	126.00	2,735	31,500 00
San Mateo	118.14	3,489	29,535 00
Santa Barbara	119.25	3,119	29,812 50
Santa Clara	326.12	9,962	81,530 00
Santa Cruz	118.86	3,132	29,715 00
Shasta	19.00	2,164	32,250 00
Sierra	22.00	433	5,500 00
Siskiyou	118.00	2,253	29,500 00
Solano	110.78	2,903	27,695 00
Sonoma	254.16	6,337	63,540 00
Stanislaus	149.93	4,380	37,482 50
Sutter	43.00	1,007	10,750 00
Tehama	87.30	1,652	21,825 00
Trinity	28.00	331	7,000 00
Tulare	216.99	5,854	54,247 50
Tuolumne	55.00	1,224	13,750 00
Ventura	94.08	2,513	23,520 00
Yolo	71.79	1,720	17,947 50
Yuba	49.00	942	12,250 00
Totals	10,080.00	280,485	$2,520,000 00

Rate per teacher on teacher basis, $250.00.

HIGH SCHOOLS

Total number Secondary (High) Schools entitled to receive State aid June 30, 1912	229
Total average daily attendance in said schools for the year closing June 30, 1912	38,181
Rate per school on one-third basis	$415 00
Rate per pupil on attendance basis	$4 97
Amount apportioned on school basis	$95,035 00
Amount apportioned on attendance basis	189,759 57
Total apportioned	$284,794 57

Note—The next apportionment ought to be given about the first of March. And it will be about the same as this, for this is about half of the high school money for the year.

EDWARD HYATT,
Superintendent of Public Instruction.

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Literary Notes

William J. Long, the author of the justly popular nature stories—"Ways of Wood Folk," "Little Brother to the Bear," and other volumes in the "Wood Folk Series," contributes an interesting article to a recent number of the New York Independent on "Getting Acquainted with Wild Animals." To keep "physically and mentally still" is, according to Mr. Long, the secret of success in gaining a knowledge of the wood folk, and he elaborates his thesis with personal experiences and observations told in a manner full of characteristic charm. Mr. Long has been pretty generally exonerated from the charge of "nature faking" which aroused such lively controversy a few years ago, and this article, with its side-lights into his methods of studying nature, forms an interesting commentary on that controversy and a further vindication of the author. Turning for the moment from nature study to politics, it is interesting to note that Mr. Long has recently published a paper on the suitability of the bull moose as a political emblem. The article is causing a ripple of amusement in the political as well as the literary world for it contains some pungent bits of satire that are reminiscent of a former polemic.

* * *

"One of the best books I have ever read," says a writer in School News in an article on "The Back to the Farm Movement," "is a book by a Harvard Professor. The title is 'The Principles of Rural Economics' and its author is Thomas N. Carver. Ginn and Company publish the book. It reads like a story. Everyone interested in the 'Back to the Farm' movement should read this book."

* * *

"It may be a surprise to school men in some parts of the country that the Boston schools should be taken as illustrative of educational progress," says Frank M. Leavitt in an article on "Vocational Education" in the Boston Public Schools in "Vocational Education." "They have been accustomed to feel," he continues, "that the Boston schools are conservative and unprogressive and that they are living on their past reputation. Anyone making such an assertion * * * mistakes for inaction the quiet and business-like efforts which the city has been making to adjust its educational institutions to the needs of its children." Mr. Leavitt then proceeds to make a study of the Boston system as a whole with special regard to its attitude toward

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vocational training. Mr. Leavitt is the author of "Examples of Industrial Education," which has just been issued by Ginn and Company. The books treat in a manner similar to that of his recent article the development of vocational education in the United States and suggests a comprehensive plan for the reorganization of the school system.

* * *

The Dramatic Festival by Anne A. T. Craig. G. P. Putnam's Sons, publishers.

The aim of the author has been not so much to present specific, ready made devices for the preparation of school plays and festivals, but rather, principles for the organization and administration of this aesthetic department of school work, from which the teacher may consistently develop it, scope for original effort on the part of herself and her pupils. A certain order of material is chosen as a suggestive working basis, upon which to carry out such a plan, with a logical relation not only to the studies appropriate to the successive periods of school work, but of even greater importance, to the needs of the child's personal growth.

* * *

The Montessori System in Theory and Practice. By Dr. Theodate L. Smith. Harper Brothers, publishers. Price, 60 cents.

Dr. Montessori, the first woman to receive the degree of M.D. from the University of Rome, has devoted years to the study of experimental psychology and anthropological pedagogy. She developed as fundamental principles of her method the complete liberty of the child in its spontaneous manifestations, and the utilization of every atom of its natural energy. Reward comes in the child's own sense of mastery. Failure is a negation showing that the child is not yet ready for that particular exercise. Children are taught to care for themselves. Dr. Montessori seeks to remove obstacles and let the child develop himself through self-correction. The results in the intelligent mastery of reading, writing, and numbers are now attracting the attention of educators and parents the world over. The methods of Dr. Montessori have been tested in various American schools, and the results here presented should interest every parent, teacher, and every one interested in the education of children.

* * *

Labor is the genius that changes the world from ugliness to beauty, and the great curse to the great blessing.—Opie Read.

Life without industry is Guilt and Industry without Art and Education is Brutality—Ruskin.

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We have a new book by the author of Heidi entitled "Heimatlos." Price 40 cents.

"Heimatlos" contains two stories about orphan children. The first tells of the little Italian, Rico, who is befriended by kind German neighbors. His experiences in recovering his father's beautiful Italian estate, and marriage with his little German benefactress, form a very pretty romance.

The second story is of a little German girl, Wiseli, who meets with misfortune. Like Rico, she is championed by a schoolmate, and is finally adopted into the happy home of an old family friend.

Both stories are real, spiced with plenty of boy-and-girl fun, and full of local color. They teach the lesson of faithfulness and patience rewarded, and lead to a greater appreciation of the everyday comforts of home.

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A MODEL LETTER ON THE OPENING OF THE SCHOOLS

Office of the Board of Education,
San Francisco, Aug. 24, 1912.

To Principals and Teachers of the
San Francisco School Department:

Ladies and Gentlemen—I hope you have all had an enjoyable vacation and have returned to your school duties refreshed and in good health and spirits.

In the schools the teacher is the "man behind the gun." Buildings, books, equipment, courses of study are mere accessories. The teacher is the life and soul of the school. Program of class exercises and courses of study are guides and not educational straight-jackets. Personally, I favor the largest possible measure of freedom for the teachers in the application of methods of teaching.

With best wishes for your success and happiness, I am, Very sincerely yours,

A. A. D'Ancona,
President Board of Education.

PEACE PRIZE CONTEST

Under the Auspices of the American School Peace League—Open to Pupils of All Countries

Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects:

1. **The Opportunity and Duty of the Schools in the International Peace Movement.** Open to Seniors in the Normal Schools of the United States.

2. **The Significance of the Two Hague Peace Conferences.** Open to Seniors in the Secondary Schools of the United States.

Three prizes of seventy-five, Fifty and twenty-five dollars will be given for the three best essays on both sets.

Contest Closes March 1, 1913—Conditions of the Contest

Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper, 8x10 inches, with a margin of at least 1 1-4 inches. Manuscrips not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school and home address, and sent to Mrs. Fannie Fern Andrews, secretary American School Peace League, 405 Marlborough street, Boston, Mass., not later than March 1, 1913. Essays should be mailed flat (not rolled).

The award of the prizes will be made at the Annual Meeting of the League in July, 1913.

Information concerning literature on the subject may be obtained from the secretary.

The above notice is self-explanatory. The California Branch of the American School Peace League is very desirous of the cooperation of California high school and normal school principals and teachers, especially those of history and English. It is to be feared that we in California are behind many Eastern teachers in the matter of peace instruction. Is it not time that we awaken to the importance of this, one of the most vital questions before the American or any other people? It would be fine to have one or more of these prizes come to California. Whether that occurs or not, much good will be accomplished if all teachers who sincerely believe in peace will arouse the interest and participation of their students in this prize contest.

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THE

WESTERN JOURNAL OF EDUCATION

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary, Dec. 30-Jan. 3.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Allison Ware, President, Chico, Cal.; Paul G. Ward, Secretary, Redding. Meeting, Oroville.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, San Francisco, Cal., Secretary.

Away in the Mountains

During the last week of September I was called to the teachers' institute in Plumas county. In order to kill two birds with one stone I determined to go from Oroville, visiting the rural schools of Butte county on the way. Mrs. Minnie Abrams, the Superintendent of Butte county, made arrangements for the journey, and with several friends, went along. We were gone six days, traveling through the labyrinth of mountains, canyons and valleys from which flow the sources of Feather river. Most of the time we were at an elevation of three or four thousand feet, but at times we reached twice that. It was a varied and interesting journey.

* * *

In the Lap of Luxury

In visiting the schools of this imperial commonwealth I have traveled in divers ways. I have ridden a raw-boned horse in Nevada county; have flagellated burros in Tehama county; have driven horses and mules of high and low degree; have embarked in every kind of wagon, cart, boat or other vehicle that appeared upon my horizon. In San Diego I even arrived at a commencement celebration on foot, along a dusty road, and lacking a tomato can to be a perfect Happy Hooligan.

But never in all this rich experience have I been so cradled in the lap of luxury as upon this rough and rugged mountain journey.

* * *

It Was This Way

I don't know how she did it, but Mrs. Abrams certainly secured for the trip the grandest automobile north of the Tehachapis. It was a dream of luxury, a magnificent Oldsmobile Limited, six cylinders, sixty horsepower, upholstery sixteen inches thick and six times six coats of paint on the body. It weighed over 5,000 pounds empty, and cost as much as a fine farm. Its driver was a quiet youth, a professional of marvelous skill. As we rolled along in luxury and pride I had difficulty in remembering the dust and grime of the burros and forgot altogether the smell of the axle-grease in wagons and buggies.

SIMPLER DRESS

Sallie Jones of the San Francisco Board of Education offers the following rules and regulations for graduation:

1. Abolish class pins in grammar schools.
2. Prohibit all but one social affair for each graduation class to follow graduation, and so conducted that there shall positively be no assessments.
3. All grammar school graduations shall take place on Thursday afternoons of the last week of the term.
4. Urge principals and class teachers to use the last hours in directing children as to their choice of high or advanced schools or in the selection of employment.
5. Graduation exercises shall consist of musical selections prepared from day to day during the school year and of other numbers that are the direct outcome of the year's educational work.
6. No flowers, candy or present of any description shall be presented on school premises.
7. No class presents to the school shall be given. Money shall not be collected at all.
8. Simple dressing shall be urged.
9. Any child who disobeys the direction of the principal in these matters shall be refused his diploma until he shall have called upon the president of the Board of Education.

Bidwells Bar

The first place we reached after leaving Oroville was Bidwells Bar, a wonderfully rich gold diggin's sixty years ago. Here is where General Bidwell in the early days panned out the gold that enabled him to buy the great Chico Ranch, upon which the State Normal School now stands. On the Chico Ranch, too, stands the Hooker Oak, a famous tree embalmed in literature. At Bidwells Bar we saw a great, lusty seedling orange tree, that bears the distinction of being the oldest one in Northern California.

General Bidwell and his doings form one of the most romantic and most interesting chapters of California life. Some time I shall tell you about it, if you are good.

Further Up

Our next stop was at Berry Creek, where there was a busy, eager, well-trained school, Miss Essie Grubbs in charge. She not only is capable in the academic lines but has done careful research work in domestic economy and home economics. That is to say, when she dismissed the children at noon, she went down with us to her little house and produced a rattling good dinner for nine people without turning an eyelash. She had string beans a la mode, boiled beef souffle, apple sauce garnishee, and many other good things that my tottering imagination fails to recall. As soon as I get time I shall write her out a special diploma, cum laude, in the vocational branches.

* * *

The Mountain House

Next day at noon we reached the Mountain House, a historic stopping place in the upper foothills that has been owned and managed from time immemorial by Robert Grace, one of the influential early settlers of Butte county. The hills round about are built of soapstone, and soapstone weathers down into a rich red soil. Mr. Grace's gardens and orchards are a joy to behold.

He has a broad side hill covered with splendid apple trees that are fifty-two years old! They look like great forest trees, lusty, rank, luxuriant. Under the trees no dusty, choking surface, but a wide expanse of cool green meadow. And the apples! They lay about in piles and windrows, big, soft, yellow beauties, with the juice and tang of the mountains; and old-fashioned Rambos and Sweets. Why, it was worth a long journey just to see those apples alone, to taste them and to smell!

The orchard was in the midst of the pine forest; October had begun to paint some splashes of yellow and red on the dark green slopes of the surrounding hills; it was surely one of the most beautiful places to come to our view.

* * *

The Hydraulic Ram

The Mountain House supplied with a constant stream of ice cold water by a hydraulic ram, that clicked away at the spring, fifty yards below the house in a little group of trees. Mr. Grace said it had been pouring its crystal stream into his sinks and troughs for more than thirty years, all day, all night, Sunday and week day, rain or shine, year in and year out. A wonderful little contrivance of the human mind that could thus work all the time for thirty years, requiring neither time, money or attention to keep it going. It seemed to be just as natural and just as much a part of the land-

scape as the sun or the rain. Think of the labor involved in carrying that water up the steep hill in buckets for thirty years!

* * *

They Use the Soapstone

The commonest rock in the neighborhood is a whitish-pinkish soapstone, which is used by the people in interesting ways. It is soft enough to cut with a knife, even though it is solid and heavy. It is greasy and slippery to the touch. It is not affected by fire and when heated holds its caloric a long time. The people chop it out in blocks to build walls and foundations. They even saw it with a handsaw into the exact shapes they want. It is splendid for a fireplace or for the lining of a stove. It makes great foot-warmers to carry in the wagon on a cold day or to take to bed at night. When pulverized it can be used for footease or talcum powder. A big block of it is often placed under a farm gate as a socket for the post to turn in that carries the gate. It is self-lubricating, because of the greasy texture of the stone.

* * *

Deep Snow Country

After visiting the schools round about, we pressed on, higher and higher into the mountains, where the breeze grew chill arnd a sterner expression crept into the face of nature. The trees were larger and the forests more silent. Buck's Ranch and Letter Box we passed. Here we could see shakes nailed to the pine trees fifteen or twenty feet over our heads and along the road. They were to guide the mail carriers on snow-shoes when the road was covered by many feet of snow. The snow often covers the second-story windows; and one man told me that one year it was so deep at Buck's they cut twenty-one steps upward in the snow to reach the surface from the porch.

* * *

Walker's Plain

Suddenly on the mountain top we left the forest and came out on a flat region of rough and rugged black rocks, called Walker's Plain. It is the surface of a lava flow, and is not old enough yet to have dissolved into soil and to have become covered with vegetation. The roadway seems made of crushed rock everywhere and every now and then there is a big, lumpy hummock in one wheel track or the other, as large as a wash tub. This makes the going varied and interesting, and prevents monotony.

At last we turned downward again, down to the valley of Spanish Creek, a tributary to Feather river. Meadow Valley and Spanish Ranch came next; and then, as the shades of night began to fall, we emerged into American Valley, one of the gems of the mountains, in which lies Quincy, the county seat that we sought. The valley is covered by a luxuriant growth of green grass. To the early colonists it looked like Heaven as they wound down the mountain defiles with oxen and horses and women and children worn out, weary, gaunt, from the fierce journey across the deserts of Nevada.

The Institute Session

The Institute was one of the best of its kind. The County Superintendent (Mrs. Hail) presided with grace and dignity. The teachers were eager and responsive. Probably the County Institute has its best development and greatest usefulness in the regions somewhat remote from the cities and thickly populated areas. The teachers are not worn out and surfeited with a constant succession of lectures and public functions, so they are interested and fresh and eager. They would gladly stay till 5 o'clock or even 6, if any one had a message for them to hear. They grasp things and ask questions and take hold of everything. Superintendents who live near the Universities and in the cities have an entirely different problem. The County Institute, with its many inspirational lectures, doesn't fill the bill. It is coals to Newcastle. The Superintendent must be bold enough and original enough to devise something else. Perhaps the Local Institute will furnish the key to the situation.

* * *

We Were Were All Stung

Other things are calling so that I can't take time to detail the return journey with its visits to the schools along another route. One more incident must suffice. One morning we sailed along through the forest with a great north wind blowing. Sweeping around a curve, bang! we were up against a huge tree trunk, three feet through and directly across the road. It had only been down a few minutes and of course was beyond our power to budge.

The driver backed the big machine off into the underbrush, 'mid sticks and trees and stones. After pulling and hauling back and forth, this way and that, maneuvering for position, he announced that we could possibly get around if a certain dead log were rolled out of the way. All hands got out, men and women, to heave on the log. At last it moved, turned over. "Look out for rattlesnakes," called the chauffeur.

No rattlesnake appeared; but instead a cloud of yellow jackets, like a swarm of bees, enveloped the party. You ought to have seen the result! Ladies who hadn't made an undignified movement for twenty years flew for the tall timber in every direction, tearing their hair and making ejaculations that would not do to print. The driver leaped into his seat and drove like a hero through the danger, with the envious insects stabbing him to the vitals in the most unexpected and inconvenient spots. Poor fellow, he had both hands on the wheel, one foot on the clutch and the other on the brake, so what was he to do?

Well, it was a sadder and a wiser crew that reassembled in a part of the forest somewhat removed from the scene of battle, took stock of their injuries and proceeded on their way. A gloom settled down upon our spirits that lasted quite a while.

* * *

An Inch at Lodi

A day at Lodi, in San Joaquin County, was an interesting experience for the first week of October. The chief topic of interest in school affairs is the building of a new plant for the high school. Bonds for $150,000 have been voted and sold, the plans have been decided upon and the contract is ready to let.

The man behind the gun is Wm. Inch, the high school principal. He is a lively and enterprising fellow and he has in this undertaking a job that needs all his strength and mettle. He works day in and day out and dreams of plans and specifications at night. The group plan of building has been adapted with a scheme of 5 buildings. Cafeteria, gymnasium, swimming tank, propagating house, manual and domestic art, laboratories, auditorium and all the other modern requirements will be provided for. It is certainly very creditable to the public spirit and progressiveness of the Lodi country to tackle such an enterprise as this. Now, in the midst of the labor there are probably those who oppose as well as those who boost; but mark this prophecy; when the thing is done it will at once fill up with students; it will become the pride of the country; and those who at first pull back the hardest will then drive miles out of their way to show their friends "our high school plant." They will be entirely honest in it, too, forgetting that they ever disapproved it.

* * *

THE POOR VOTER ON ELECTION DAY

F. Wayne Coons

In this little poem Whittier has outlined in plain simple language the duties of the voter. He is indeed a king of men: The ballot is a weapon designed for the betterment of civic welfare. Recent elections have proven that we believe in principles; we show our faith by placing in offices men who will enforce these principles.

The proudest now is but my peer,
The highest not more high;
Today, of all the weary year,
A king of men am I.
Today alike are great and small,
The nameless and the known;
My palace is the people's hall,
The ballot-box my throne!

Who serves today upon the list
Beside the served shall stand;
Alike the brown and wrinkled fist,
The gloved and dainty hand!
The rich is level with the poor,
The weak is strong today;
And sleekest broadcloth counts no more
Than homespun frock of gray.

Today let pomp and vain pretense
My stubborn right abide;
I set a plain man's common sense
Against the pedant's pride.
Today shall simple manhood try
The strength of gold and land;
The wide world has not wealth to buy
The power in my right hand!

While there's a grief to seek redress,
Or balance to adjust,
Where weighs our living manhood less
Than Mammon's vilest dust,—
While there's a right to need my vote,
A wrong to sweep away,
Up! clouted knee and ragged coat!
A man's a man today!

—John Greenleaf Whittier.

The High School and The Community

How can the high school best meet the needs of the community? The people of Colebrook, New Hampshire, think they have solved the problem. Their experiment is interestingly described in a bulletin just issued for free distribution by the United States Bureau of Education.

Colebrook Academy is located in a town of about 2,000 population in northern New Hampshire. Starting in the first third of the century as a private school, it later became part of the public system of education. For years it has successfully done the work expected of a high school in the traditional branches of the New England school. Now it is trying to do something more. Without lowering its standards, without ceasing to furnish the training necessary for those going into the professions, it is endeavoring to provide an adequate education for the great mass of boys and girls who ought to remain and grow up with the country. It is seeking, in other words, to readjust itself to the needs of the particular community in which it is. Just what this readjustment means may be seen from the following four significant additions to the school plant; the greenhouse, the dairy laboratory, the domestic arts department, and the workshop, including a carpenter and blacksmith shop. Colebrook is the center of a rural district, and these are the vital interests of a large part of the population.

Colebrook Academy does not propose to become a vocational school. It remains a general high school. The courses in agriculture and domestic science exist side by side with thorough courses in the traditional high-school subjects, as well as the commercial branches. "Its purpose is not primarily to make good farmers, or skilled mechanics, or professional housekeepers," says Hon. H. C. Morrison, State Superintendent of New Hampshire. "The primary object is the education of the boy and girl to become a sincere and efficient and happy man and woman, capable of becoming an educated worker with material things, capable of getting life's happiness out of work rather than out of the leisure which comes after work, if indeed it comes at all. A further purpose is to educate the strongest youth toward the farm and the industries instead of toward the professions and business exclusively." In the work of the school it is repeatedly emphasized that the new courses are established in the belief that there is just as truly a cultural development of the individual to be had from competent instruction in agriculture or domestic science as from competent instruction in Latin.

The significance of the Colebrook movement lies in the fact that it demonstrates the basic principle upon which the American high school must stand or fall; that it shall be a direct source of strength to the community that pays for it. The feeling exists that secondary rural schools have in many instances weakened the communities which supported them; that by the very efficiency of their work, they have trained young men and women for other fields of usefulness and have thus frequently deprived the community of the services of its best citizens. It is said that New Hampshire has been a notable sufferer from this process, and that readjustment is necessary if the process is to be checked and the upbuilding of the country districts is to go on again. All over the country there is the same problem. It seems obvious that if the public high school is to justify itself it must constantly put back into the community the best of each generation as permanent residents.

Particularly important is the part to be played by the reconstructed rural high school in the country life movement. The Colebrook Academy dignifies the fundamental arts of agriculture and home-making. Given schools of this type, with a program of studies matching the real interests of the community, and rural civilization may in truth be made as efficient and satisfying as other civilization.

A MILLION AND A QUARTER IN THE HIGH SCHOOLS

More than a million and a quarter boys and girls will attend the American high schools, public and private, during the school year 1912-13, according to the estimate of Dr. P. P. Claxton, United States Commissioner of Education. Dr. Claxton has been assured by Mr. Alexander Summers, statistician of the Bureau, who has made a special study of the matter, that the estimate is a conservative one. Of the number given 1,100,000 are estimated for the public high schools, and 150,000 for the private secondary schools.

The American high school has grown phenominally in the past dozen years, its development in the last two or three years being apparently greater than in the remarkable decade just preceding. Since the twentieth century opened the number of public high schools has almost doubled and the number of students is easily twice what it was at the beginning of the century. The most cheering feature of the whole matter for the American citizen is the very great increase in the proportion of those who go from the grades into the high school. Formerly (only a very few years ago, in fact), the high school was chiefly attended by children of the rich and moderately well-to-do. To-day nearly one-fourth of the children who enter the elementary school eventually pass into the high school. The exact figure is 22 per cent, if negro children are included, and 25 per cent if whites only are considered. This is particularly significant, since certain critics of the public high schools have, through a misunderstanding of the official reports, contended that a much smaller percentage than is here given had the opportunity of high-school training. The fact remains that from 22 to 25 of every hundred children who enter the schools at all go on into the high school.

Almost equally significant for public education is the fact that by far the most rapid growth has been in the public high schools. The private secondary schools show a healthy increase—25 per cent in attendance since 1900; but the public high schools have actually doubled their attendance in the same period. To make the comparison on another basis: In 1890 forty out of every hundred high schools were private, and sixty public; in 1900 the proportion had changed to 23 and 77; and today there are only 16 private secondary schools for every 84 public high schools. As to number of students: In 1890, 32 per cent of the pupils were in private high schools and 68 per cent in public; today only 12 per cent of the pupils are in private secondary schools, the great bulk (88 per cent) being in the public high schools. Is it any wonder that the people believe in their high school and give but scant attention to the occasional hostile criticism that is heard? The public high school is winning because the people are satisfied that it is doing its work; they realize what it has meant to the rising standard of American citizenship.

The people have shown their appreciation of their high school in the most direct way possible—by supporting it unfailingly and generously. They have faith enough in it to pay huge sums of money year after year that the high school may do greater and greater work. More and more attention is being paid to high school education. Million dollar school buildings are going up in American cities—palaces, one might call them, did not the word suggest idleness, and there is no idleness in the present-day high school. Industry, technical ability, home-making, together with the essentials of a cultural education, are being taught to our boys and girls in the splendid high schools of today on a scale that was never dreamed of in the civic life of any nation before our time.

Commissioner Claxton's widely quoted statement of some months ago to the effect that he looked forward to the time when all boys and girls would have at least a high school education seems likely of fulfillment sooner than even the Commissioner himself anticipated.

THRIFT

By Col. James E. Power

I have been asked to say a few words on "Thrift as a Necessary Accompaniment to Vocational Training." When we consider what vocational training means and what it intends to accomplish, we realize that it can only be made a success by instilling into the mind of the pupil the necessity and the importance of thrift.

Vocational Training is thrift in the highest sense of the word; it is the saving of time and energy; it is the proper use of time and energy. The vocational training would save the pupil from dissipating the best years of his life and his most useful energy on branches which would be useful in after life. The vocational training would concentrate the pupil's talents and time on that certain vocation to which he intended to devote his life. The successful man of the future must be a specialist. The days of the "jack of all

trades" are nearly past. To succeed in life a man must be able to do one thing well. Even the professions are being subdivided and specialized; the trades likewise. New inventions are calling for specialists, men or women who know one thing well. In the past time and talents have been squandered in preparing pupils for a vocation for which they were not suited or in imparting a general education unsuited for any special end. The vocational training is a protest against this. It would prepare and equip pupils especially for that position for which they are intended in this complex society of ours. It would warn them of the foolishness of wasting their efforts in pursuits for which they were never intended. It would tell them to concentrate all their efforts on their vocation.

So thrift must be the inspiration of the vocational training. The necessity of thrift must be realized by the pupil. The value of time and the value of energy must be realized. The pupil must be trained to realize the worth of these greatest gifts and neither squander nor abuse them. The more thought we give to the subject the higher will be our opinion of the habit of thrift and the more necessary shall we esteem its inculcation in the minds of those committed to us.

* * *

THE PANAMA CANAL

Peace and Industry vs. War

It is currently reported in the newspapers that the first ship to pass through the Panama Canal is to be a man-of-war, selected by the Secretary of the Navy.

Does this seem fitting?

Do we as a nation stand for peace and industry, or for war and destruction?

Why not seize this great opportunity to impress upon the nations of the world that we are peaceful people, engaged in beneficent industry?

This canal is for commerce. Let the first ship to pass through the canal indicate the primary use to be made of it. There are the products of the various industries in our great country with which to load a vessel. Why is it thought necessary, then, to send foremost a ship of war?

Our people have always been able to maintain themselves against the enemy in every crisis. In this enlightened day and age, when peace movements are world-wide, is it either wise, or fitting, or generous to parade our military power?

* * *

EL DORADO COUNTY INSTITUTE

Superintendent S. B. Wilson of El Dorado county called his Teachers' Institute to meet in Odd Fellows Hall, Placerville, on the 15th of October to continue three days. He has secured the services of Dr. E. I. Miller, Chico State Normal, Prof. E. B. Babcock of the Agricultural Department of the University of California and Job Wood Jr. of Sacramento. Prof. Babcock could not attend but furnished a most excellent substitute in the person of Prof. Hummel of the same department.

The institute met mostly in general session but there were sections at times for the consideration of the work that could be best handled in sections. The attractive feature of the program itself is a cut at the top of the main page giving the pictures of six little boys and girls of the primary room of the Placerville school. Miss Staton is the teacher. No more appropriate cut could have been given and no finer looking children could have been selected to pose for their pictures.

Many of the teachers presented papers or talks on school gardens, history work, play grounds, etc. Much has been accomplished in the school garden movement and much more is planned. The reception on Tuesday evening to the teachers by the teachers of the city schools was a unique affair. One of the entertaining features was a game of volley ball played in the hall. Most of the teachers took part in the game so that they might learn it. It developed that in one family of the city, there were several boys and girls. They could not afford to buy a net and so they did some thinking. They got some bale rope and tied it between two trees and then some mosquito netting was bought at a cost of sixty cents and the net was complete and the game goes merrily on. Young America can think if you get him interested and he can do things that he wants to do. Any school can have this and most families can afford this kind of net and it is just as useful as a net that will cost eight or ten dollars. Why not all play?

The banquet at the close of the entertainment was held in the banquet room of the Odd Fellows' building, which is well fitted up for such purposes. The tables were arranged in the form of an eight-pointed star and decorated with the autumn leaves which are in abundance at this season. The ladies who prepared this banquet and decorated the tables showed the training of an artist in this work. The effect was most beautiful. And the banquet. Well, one can show his appreciation most by eating all he can, and everyone did.

The entire meeting was a success in every way.

Superintendent Wilson deserved all the praise he received for his kindly, efficient handling of the institute and his good advice to teachers.

* * *

*PRACTICAL SUGGESTIONS FOR TEACHING MUSIC IN RURAL SCHOOLS

Vocal Music should have a definite place in the regular exercises of every school. It is a happy beginning for the day's work. It is a pleasant diversion from the routine of books and recitations. It furnishes an opportunity for the united activity of the whole school. Children love to sing. Singing is a useful art. The ability to sing need never go to waste. Occasions are plenty for the singer to exercise his art to the pleasure and profit of himself and his audience.

More than in most subjects, the teacher who successfully teaches singing, must rely on the interest and liking of the pupils. The child's natural love of expression in song must be directed, not suppressed. It should be stimulated by use, not killed by a too early attempt to teach the reading of music.

To that end let there be plenty of songs learned, rote songs, and give the dry technique of music in small occasional doses with the singing of the songs.

There should be a rigid insistence on a few things:

1. The pupils must sit erect, heads up, shoulders back.

2. There must be an abundance of pure air in the room.

3. The teacher is the director. The singing of the school is concerted action. Each pupil is a part and the whole moves at the command of the director. As soon as children can be made familiar with the different kinds of notes and the rudiments of time, all songs should be sung in strict time under the direction of the teacher.

Children should not be urged to sing loud. They may sing as loud as they can sing easily, naturally. Let the mouths be kept open; muscles relaxed. A few descending scales are a good preparation for song singing.

Care should be exercised in the choice of songs, for children rarely forget the words of a song once learned. Select, therefore, only such songs as have received the approbation of the best literary and musical critics. Even of these choose the prettiest airs and the most attractive words.

A music book should be in the hands of every pupil above the second grade. If your school is provided with a set of music readers, make use of them, if not have your trustees furnish a set.

* From Superintendent Cree's Manual, Riverside County.

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*Reading and Literature for Elementary Schools

The criticism is often made and with some justice, no doubt, that too many children leave the public schools lacking in power to read with pleasure and appreciation the literature which will add to their knowledge and to their efficiency; unable to read aloud freely and pleasantly; and with little ability to read understandingly from the printed page. The charge naturally follows that too many teachers have not the patience, the knowledge, nor the skill to conduct well and intelligently the work in reading and literature.

It is the purpose of those in charge of the course of study to insist that the teacher expend sufficient time, thought, and energy upon this subject to fit herself to help the pupil to a mastery of reading; a mastery of mechanics on the one side and of content on the other. Neither should be neglected. Skillful teachers make mechanics and content reinforce each other.

The art of reading is simply a tool, and is indispensable, but it has value only in so far as it assists in accomplishing an appointed work. The content side should not be neglected.

During the primary years there must be well directed and continuous drill, drill, drill to secure a mastery of the mechanics of reading. Do not fear that the child's interest in reading will be "killed" by this drill and insistence upon his knowing as he goes. Without the drill and accomplishment the child will be unfitted for future work. To, and perhaps through, the fourth, fifth and sixth years the formal side must receive much attention, though with gradually decreasing emphasis. But from the first grade and on, the development of a taste for literature must strongly influence the teaching of reading.

The early development of a many-sided interest in reading is the best preventive of narrowness and one-sidedness in the reading of later years. This variety should be the keynote of the basal reader. Some of the present State texts in reading do not meet this conception adequately, and hence there is suggested for each grade the choice of a reader to use with the State text and the basal reader prescribed will not be a good thing.

Having safeguarded variety in our basal texts, we must turn to our supplementary readers for a different purpose. Every supplementary reader should have a dominant note—it should mass enough material along a chosen line to develop a genuine liking. While the regular texts should carry the main interests, the supplementary readers should intensify first one interest and then another. As variety is the keynote of the basal reader, so intensification is the keynote of the supplementary reader.

Recorded experience with several generations of children has given us a fairly clear knowledge of children's literary interest at successive stages of their development. Couple this knowledge with the conception of intensification as the function of the supplementary reader, and we have a basis for the selection of the books.

Experience has proved conclusively that Mother Goose is the first great classic for children; fables, folk lore and fairy stories hold the center of the stage next, perhaps; but then the supplementary readers for the first grades should be based on Mother Goose, fables, folk lore and fairy stories.

For the upper primary grades, in addition to stories of fancy, and the mythical, a growing sense of reality calls for stories of Indians, child life, nature. The well-known literary, historical stories of the work, including our American stories as part of an awakening patriotism, occupy a prominent place. The strongly heroic, as found in the great myths and legends, may be assigned to the fifth or sixth grades.

To secure the best results from this definite plan, supplementary readers of proved worth have been chosen to meet these successive literary interests of children. In selecting the books, easy gradation also has been considered, so that mechanical difficulties might not check the interest in content. The use of these books should strongly reinforce the formal side because an abiding interest in content tends to carry children safely over mechanical difficulties. There are other interests of children in different fields of knowledge, such as history and geography, and these interests are also ministered to under their appropriate headings. Our purpose here is to lay down the dominant literary interests and to safeguard their proper development. Among the many avenues leading to the library, special attention should be given to this central path.

Because reading on its formal side serves to open practically all fields of knowledge, the mistake is often made in grammar grades of substituting geographical, historical, or other informational material for literary productions. The ability to read opens the way into history, geography, science, literature. Literature is addressed to the emotions rather than to the intellect, and seeks cultivation of the feelings rather than the imparting of information. Thus there should be a literature period daily in grammar grades for literary purposes. The history period should carry the historical reading, and the geography period, the geographical. They must not be saddled upon the literature, nor be permitted to usurp its place, for the literature has its important mission of wisely developing the emotional. Nearly all the other studies have information as their objective.

In outlining the work for the advanced classes, the guiding principle discussed under primary reading will be kept in view. A good literary reader shall be placed in each of the three grammar grades to safeguard variety. Having done this, we shall follow the principle of intensification through the use of a few literary masterpieces of considerable length. Thus, through all the grades we shall have a combination of shorter selections looking toward variety, and of longer productions for more sustained effort. And the sustained effort in the supplementary reader in primary grades and in complete classics in grammar grades furnishes a natural avenue to the library. For a loving acquaintance with good literature—literature worth while—should be the goal from the beginning.

It becomes the duty of the teacher of upper grades to safeguard the pupil from losing the power to read well orally. Pupils in upper grades are too often found to read poorly, whereas they are expected to and should read with increasing power and intelligence the farther advanced they become. Oral reading should be insisted upon even through the eighth year. It will require skill on the teacher's part to preserve interest for the story, eagerness for information, delight in the beauty of a poem, and at the same time keep the oral reading up to a high standard. The teacher ought to be an accomplished reader, and should read often to the children for their delight and profit.

* The above extract is taken from the very fine manual issued by Riverside County, 1912, Raymond Cree, Supt.

* * *

A SCHOOL TRUSTEES' MEETING

Superintendent Will Cramsie called his trustees together in an annual session on Friday, October 4th. The principal speakers were W. H. Hanlon of Contra Costa, H. W. Heiken of Sutter, Harr Wagner of San Francisco, the editors of the Marysville Appeal and Spokesman. There was a large number of districts of the county represented. Superintendent Heiken presented a very fine paper emphasizing very strongly the need of better care of school buildings. In a plain, straightforward, definite way he called attention to the lack of care of the grounds, the out-buildings, the school library, etc. His talk was just the kind of a talk that the school trustees needed in the way of placing the obligation upon them for improving the rural school grounds and houses. Mr. Hanlon spoke upon the economic use of school money and he showed how thousands of dollars could be saved by buying supplies in quantity for all the districts by competitive bids. His point of view was based entirely upon economic conditions and not against any particular school house supply house or agent. Harr Wagner spoke upon the services of the School Trustees to the District, the State and the Nation. Mr. Cramsie answered a great many questions asked by the trustees, furnished good music and made everybody feel at home and comfortable. Both the editors made eloquent addresses and Mr. S. W. Shafer, a dealer in school supplies, made a number of pertinent remarks, based upon his visits to school districts in various parts of the State.

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Teachers Want State Board Changes

By a unanimous vote, the Northern California Teachers' Association, whose membership covers every county north of the San Joaquin line, adopted the resolutions recommending an advanced plan for the reorganization of the State Board of Education, as provided for by the proposed Shanahan constitutional amendment.

More than 1,500 teachers, of the eleven counties of Butte, Colusa, Glenn, Placer, Shasta, Sacramento, Solano, Sutter, Tehama, Yolo and Yuba, held their annual institutes in conjunction with the association.

In a general way, the plan recommended to the Legislature proposes that the State Board of Education shall be selected by a non-political State Board of Regents appointed by the Governor, which shall act as trustees for the people in the direction of the schools of the State.

It is proposed that the reorganized board shall consist of not less than three salaried members, appointed solely upon the basis of their professional ability and their special fitness for the services they are to perform. They are to devote their full time to their duties, and the superintendent of public instruction shall be an ex-officio member, and shall act as secretary of the board.

More Members May Be Added

That all departments of education may be comprehended, it is proposed that one member of the board shall supervise the elementary schools of the State, another the high schools, another vocational and industrial education. Whether additional members shall be added is left to future consideration and at the same time it is pointed out that suitable training for those boys and girls now out of school, such as those in orphan asylums, reform schools, and other institutions of like kind, should be made the work of one of the members of the revised board.

The resolution declares that:

"The reorganization of the State Board of Education as provided for by the Shanahan amendment, is one of the most important, and may be made one of the most beneficial changes that the school law of this State has seen. It is important because it proposes to modify the general structure of our State school administration, and it may be of great benefit if such modifications are along the line of increased public service."

In adopting the resolutions the educators declare that the reorganization should avoid the weaknesses in the present system. These are declared to be:

Ex-officio selection of board members, which makes it impossible for them to devote full time to board duties.

Limitation of duties to relatively unimportant transactions.

Lack of provision for direction and care of the important school interests described.

The association declares that:

"The members of the State Board of Education shall have the same duties and powers as pertain to the present board, and that it shall be charged with the administration of the free text book system of the State, making regulations to check waste, extravagance and insanitary conditions in the use of books.

The educators favor the determining by the revised State board of the standard of accrediting that one public educational institution shall observe in its dealings with graduates and students of another such institution.

Advantages of Plan Told

In summing up the advantages to be derived from the proposed plan of reorganization, the teachers' association declares the following cardinal points:

The State of California needs first and worst of all an adequate school system of State school administration.

There is no phase of education in this State that will not feel a stimulation from the work of such a board as has been suggested.

It will do what the present State board has done, not well, but only as well as it could.

It will undertake new duties vastly more important than any now assigned to any educational officer. It will provide a practical, worth-while system of selecting State text books.

It will furnish direction and standards for the increase of efficiency in elementary schools.

It will guide the high schools into the service of all the people.

It will help to secure positive results from our beginnings of industrial and vocational training.

It will provide for the education of those in our State institutions for the delinquent, defective and dependent, whose training is now neglected.

* * *

CALIFORNIA GIVES NATION ITS PEDAGOGUES

The east has drawn heavily on California's educators, according to a "roll of fame" kept by State Superintendent Hyatt.

From the two great Universities at Berkeley and at Stanford, and from public school positions, men have drafted to fill professorships and University presidencies in the eastern States. The head of the common school system of learned Massachusetts is a Californian.

Asked to explain why Californians have achieved success in the east Hyatt says that it is due in part to California's climate and its mental atmosphere.

"Californians," he says, "have a freedom, an originality, a resourcefulness, that carry them to the front wherever they go."

The Roll of Fame

A partial list of the more prominent Californians who have been called to other States with their latest positions, so far as known, follows:

Elmer Brown, formerly professor of education, University of California, became United States Commissioner of Education; now president of the University of New York.

E. A. Ross, formerly of Stanford University, now of Wisconsin University.

Earl Barnes, formerly professor of Stanford University, now noted lecturer on education in the United States, also professor of education, New York State Normal.

Lee Emerson Bassett, assistant professor at Stanford, now professor in the University of Washington.

A. B. Coffey, superintendent of Sutter county, now professor of education, University of Louisanna.

F. B. Dreslar, assistant professor University of California, now professor of education, University of Alabama.

C. S. Duniway, professor at Stanford University, now president of the University of Wyomining.

Charles H. Keyes, formerly superintendent of Riverside schools, now president Skidmore School of Arts, New York.

E. C. Moore, formerly professor at the University of California, now professor at Yale University.

W. J. V. Osterhout, assistant professor at the University of California, now at Yale University.

D. S. Snedden, professor, Stanford University, now Commissioner of Education of Massachusetts.

Henry Suzzallo, assistant professor, Stanford University, now professor of education, Columbia University.

Edwin D. Starbuck, assistant professor, Stanford University, now professor in University of Chicago.

Joseph S. Swain, professor of mathematics, Stanford University, now president of the University of Indiana.

Frank Thompson, assistant at Stanford University, now professor of education, Colorado Normal.

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Memorial Statue to John Swett

A movement to erect a life size statue to John Swett was initiated by a resolution by the convention of City and County Superintendents at Catalina, California, September 13, 1912. Superintendent Alfred Roncovieri and Dr. A. A. D'Ancona, president of the Board of Education, were authorized to appoint the necessary committee to put into execution the intent and purpose of the resolution. The committee met on Monday, October 14, 1912, in conference, and formulated the following plan:

First. To raise $10,000 by contribution from the teachers of California. Each teacher to contribute $1.00. It is the purpose to furnish blanks for teachers to subscribe and have the City and County Superintendents collect the money during the year of 1912 and 1913. **The statue to be erected either in the civic center of San Francisco, the Golden Gate Park or some other suitable place.** The following officers were appointed:

Secretary and Treasurer

R. H. Webster. Address, Office of Superintendent of Schools, San Francisco.

Depository, Union Trust Co.

Art Committee

Mayor James Rolph.
James D. Phelan.
Raphael Weil.
William Carey Jones.
Oliver P. Jenkins.
Superintendent Edward Hyatt.
John G. Howard.
John Reid.
J. F. H. Meyer.
C. L. McLane.
Harr Wagner.
Mrs. M. M. FitzGerald.
Lulu White.
Mark Keppel.
Hugh J. Baldwin.
W. H. Hanlon.
W. H. Metson.
Mrs. M. O'Neil.

Ex-officio officers, Alfred Roncovieri and Dr. A. A. D'Ancona.

It is appropriate that the teachers of California contribute the funds to build this statue.

First. In 1865-6 John Swett presented to the legislature the revised school law, which was enacted. This law contained liberal provisions for State, County and District taxation and marked the beginning of free-common schools in every rural district in California. It provided for a State Board of Education, for life diplomas for teachers, for district school libraries, for the support of teachers' institutes by public funds, provided for the legal establishment of separate schools for children other than white children.

Second. He abolished annual re-examination and annual election of teachers by securing the retention of teachers during good behavior during 1879 in the San Francisco school department. This action of the Board of Education was the first step towards teachers' tenure of office.

These two measures were epoch making in the schools, not only of California but of the Nation. As a teacher and administrator Mr. Swett's life was devoted to the services of the teachers and children.

The following is the form of the subscription blank.

MEMORIAL STATUE OF JOHN SWETT

To the Committee for securing funds for the memorial statue of John Swett:

I hereby subscribe One Dollar for the erection of a memorial statue to John Swett, and agree to pay the same to the County Superintendent of Schools on or before December 1, 1913.

.....

* * *

THE LAYING OF THE CORNER STONE OF THE JOHN SWETT SCHOOL

The corner stone of the beautiful school building named in honor of John Swett was laid Sunday, October 13th, with appropriate ceremonies. John Swett was present and his charming personality pervaded the crowds like a benediction. The speakers were Dr. D'Ancona, James E. Power, Chas. Murdock and A. Roncovieri. Mrs. M. M. FitzGerald made a graceful speech accepting the flag presented by the Hayes Valley Improvement Club.

Following is the complete program:

The committee of arrangements were as follows:

Chairman ..... Dr. A. A. D'Ancona
President Board of Education

Overture—"Poet and Peasant".....Suppe
Hayes Valley Band. Leader, James Foley.

Introductory remarks————Dr. A. A. D'Ancona

Chorus—"Keller's American Hymn"
Children of the school under direction of Miss Estelle Carpenter, Supervisor of Music.

Address —.....Hon. Alfred Roncovieri
Superintendent of Schools.

Chorus, (a) "Suwanee River"
(b) "Dixie"
(c) "Tramp, Tramp, Tramp, the Boys Are Marching"
Children of the School.

Flag presentation.....D. R. Rees
President Hayes Valley Improvement Assn.

Solo—"Star Spangled Banner," Mrs. Richard Rees
Chorus by Children of the School.

Acceptance of the flag....Mrs. Mary M. FitzGerald
Principal John Sweet School.

Chorus—"My Own United States"
Children of the School.

Address .....Henry F. Marshall
Secretary Hayes Valley Improvement Assn.

Music, (a) "Babes in Toyland.....Herbert
(b) "Toreador Song" from "Carmen"
..... Bizet
(c) March from "Tannhauser".....Wagner
Hayes Valley Band.

Laying of the corner stone.....John Swett
Founder of the public school system of California, assisted by Col. James E. Power, member Board of Education; J. W. Sparrow, member Hayes Valley Improvement Association.

Chorus, (a) "California"..... Burlingame
(b) "San Francisco Evermore".....
.....Carpenter and McGlade
Children of the School.

Address.....His Honor James Rolph Jr.
Mayor of San Francisco.

Chorus—"Columbia, the Gem of the Ocean"
Children of the School.

Music—Airs from "Martha".....Von Flotow
Hayes Valley Band.

"America" ..... Audience.

The committee of arrangements is as follows:
Henry F. Marshall Mrs. Peter B. Daws
Dr. Ira Barker Dalziel.

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THE METHOD—Believing that teachers will have the largest measure of success in the teaching of any subject when they exercise their own good common sense, unhampered by fanciful methods, the

Lippincott's SECOND READER
" THIRD READER

authors of these Readers have seen fit to present only properly graded lessons, allowing teachers to use that method which will best meet existing conditions.

The authors have no faith in the "painless methods" so earnestly sought after by many teachers. Knowing that the process of education consists in overcoming obstacles, they have not smoothed away all difficulties from the path of the pupil. It is hoped, however, that enough has been done to enable the child to grasp the thought with sufficient ease to lead to that naturalness of expression which is the soul of good reading.

Correspondence Solicited

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PHILADELPHIA

SCHOOL GARDENS *for the* CITY BEAUTIFUL

BY LOUISA McDERMOTT, Glen Park School Teacher

Just now one of the great ambitions of San Francisco is to become beautiful. There is a splendid enthusiasm abroad and if it is backed up by plenty of solid work, San Francisco will learn the habit of beauty and come into her birthright. In this campaign for civic beauty, no important agency should be neglected, and certainly the most important of all, the school garden, should not be ignored. A well organized system of school gardens would do more than all other agencies combined. This has been demonstrated by the experience of the Home Gardening Association in the city of Cleveland.

If we want to make this city a really beautiful city, we will educate all the people until they see the possible beauty of San Francisco and have the wish to realize it. We must educate all our people until they realize that they must plan and build, and plant and decorate together as citizens of a city and not as isolated individuals.

The campaign for the City Beautiful is primarily a campaign of education. It is a matter of forming public opinion and through public opinion getting in right habits in the matter of building and planting. It is a matter that concerns all the people and so it means the education of all our people.

We have a large and influential body of future citizens in our public schools. They are there to be educated. For their own good and for the good of our city we had best make our biggest effort there. That which you want in your city put into your public schools.

The possibilities of the school garden are many, its educative value great. Through its use we might humanize our formal course of study. In this paper, I shall deal, for the most part, with an actual school garden and relate what has actually been accomplished.

Our garden is on a vacant lot fronting the Glen Park School. It has fifty foot frontage and is one hundred and ten feet deep. It was already inclosed on three sides. The Board of Education allowed twenty-five dollars to fence in the fourth side, have the garden plowed, and purchase the seeds. The boys built the fence under my direction. The fertilizer was furnished by the pupils.

The early times in the garden were adventurous and inspiring. The wheel barrow was in constant demand. It went merrily down the hill, and loaded to its limit, was then pushed laboriously, valiantly and victoriously up the steep hill and dumped on the garden. The boys that could command a horse and rig drove up, with a certain air of distinction, and unloaded their stuff with a fork. The boy whose father plowed the lot had his brief hour while the plowing was on.

Our garden we hold without any rent, but if the owner should decide to build, we must remove ourselves and our fence. That will surely be a mournful time, but why cross the bridge before we reach it?

After the ground was plowed, we divided it evenly into eight gardens. There were ten classes to be provided for, so we had the A Fourth and A Third work together and the B Third and the B Second the same. The gardens went by choice beginning with the eighth grade.

The plan of planting was the same for all. We began with parsley along the both sides of the two-foot path down the middle of the garden and ended with squash near the side fences. We planned for flowers on three sides. We ran our lines of vegetables from one end of the garden to the other and we tried to run them straight. When it came time for transplanting we got plenty of individual variation. The planting was under the direct supervision of each club president and that brings me to our Junior Garden Organization.

Last December we organized Junior Gardening Clubs in every class from the B Eighth to the B Second. After the pupils had signed the constitution and agreed to raise a home garden, they elected their officers: President, vice-president, secretary and treasurer. A great many of them entered the Sweet Pea Contest. Only Junior Gardeners might work in the school garden. We started in with two hundred and fifty four club members and we closed with over three hundred.

The ground was put in shape at odd times and in a very miscellaneous manner. We could not wait for the tools nor for the fence. We used such tools as we had and the pupils brought whatever they could get. It was indeed a motley throng that headed for the garden, and they looked not unlike a group of armed peasants in the French Revolution. Their intentions, however, were for peaceful, productive effort.

When it was time to plant, we took a definite plan and have held to it since. The pupils reported for work at recess and remained until eleven o'clock. Four classes worked on Monday and Wednesday, four on Tuesday and Thursday. The president had charge of the work and he brought with him four different gardeners each period, until the list was exhausted, and then the gardeners had a second turn. It has been necessary to modify this plan at times.

For instance, one of our most capable presidents knew nothing at all about gardening. He demonstrated this fully every time he went into the garden. By extreme care and attention, he managed to get through with the planting. By that time I had learned that one of the girls in his club was a most capable gardener. I advised him to make of her a regular garden assistant and bring her into the garden every period to direct the work. This plan worked admirably.

There is no water on the lot. We planned to depend on surface tillage and water only the plants that we set out, and those only until they were were established. The garden was late but the season was very favorable, and we had very good gardens. Some of them were much better than others because the instructions were grasped intelligently and applied conscientiously, but all have come through very well.

I have said much to the clubs about conserving the water in the soil. "Give a deep, thorough preparation to the soil and then stir the surface frequently and you do not need to irrigate at all," I have said it over and over again. I want the school garden to teach these boys and girls that they can raise good gardens in San Francisco and never irrigate at all. We can demonstrate it right there in the school garden.

And it is in the school garden that these things should be demonstrated. Where a private garden might demonstrate this to a dozen individuals, a school garden would bring it to the knowledge of hundreds.

That knowledge should be made common property in San Francisco and when we have made it common property, we have put down a good foundation on which to build "The City Beautiful." Oh, yes, this campaign is primarily a matter of education. There are some things we can't have without irrigation, but we should know what they are.

Early in April, each club elected four garden inspectors, two boys and two girls. They copied the names and addresses of the Junior Gardeners from the secretary's book, divided the work evenly and then set out to inspect the home gardens. The two boys traveled together and the two girls the same.

I gave a definite outline for the reports on the home gardens, but individual variation came in here as in the school garden. Practically all the reports were in by May 24th. These reports were read in the presence of the class, the class teacher and myself. All this made for genuineness and it gave effort the stimulus of recognition. I take a picture of the best garden in each club and put it in the Garden Book.

Mr. Kinosuke Adachi, in an essay on Japanese landscape gardening, tells how the apprentice gardener of Nippon must take his notebook and travel for months through the Flowery Kingdom, making intimate studies from nature, with notes and sketches of all he sees and feels and dreams. Some such thought I had in mind when I sent these garden inspectors out to judge the work of their peers.

All this has not greatly changed the appearance of things at Glen Park. The hideous high board fence is still with us and behind it is many a pretty garden that adds nothing to the general landscape. Detached individual effort is in evidence on

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every side, in almost every garden. But the right forces are at work and results will surely come. They are bound to.

Once I said to my class, "What is wrong with the fences along Diamond street?" The girls thought they should be washed and the boys thought they should be made more solid. I gave them a day to look them over and a night to think them over, so I said. The next day a boy brought this solution. There should be just one kind of fence down the street, and it should be iron so you could see all the gardens. Now that is a pretty good state of mind.

We have tried to make that garden a nerve center for the community. I think we have had a fair measure of success. We have imparted some wisdom and received a great deal. That garden is a center of distribution, as well as a scene of activity. We sell our vegetables but we give our ideas free of charge.

* * *

NORTHERN CALIFORNIA TEACHERS' ASSOCIATION

The Northern California Teachers' Association met at Sacramento this year, October 21st to 25th. The teachers, 1200 strong, were royally entertained by the teachers of Sacramento, with Superintendent Minnie O'Neil and O. W. Erlewine in direct charge. Dr. Sisson and Dr. Boone were the principal instructors. Oroville was selected as the meeting place for next year. Allison Ware was elected president and Paul G. Ward, secretary. Superintendent Edward Hyatt delivered a brilliant address and Agnes Regan, who was given fifteen minutes on the program to present a Pension Bill, won many adherents to the San Francisco bill by her clear and eloquent statements and by the very forcible way she put the matter before the teachers.

Mr. Chaney, the president, made a popular presiding officer, and with the exception of his slam at Dr. Frederic Burk, handled the association so as to win the appreciation of all the members.

The following is a complete list of the lecturers:

Edward Hyatt, State Superintendent of Public Instruction; Dr. O. E. Sisson, Reed College, Portland, Ore.; Dr. Richard G. Boone, University of California; Allison Ware, Chico State Normal; C. A. Stebbins, Chico State Normal; Dr. Jessica B. Peixotto, University of California; Will C. Wood, Superintendent of Alameda City Schools; Miss Gretchen L. Libby, Educational Assistant State Fish and Game Association; R. B. Baumgardt, Los Angeles; Professor W. S. Thomas, University Examiner of High Schools; J. B. Davidson, Marin County Superintendent of Schools; S. B. Wilson, El Dorado County Superintendent of Schools; A. B. Anderson, Superintendent of San Rafael City Schools; Mrs. Lavina H. Krull, Chico State Normal, and several Superintendents, principals and teachers of the counties included in the association.

* * *

TAKE CARE OF YOUR EYES

Children and young people—their elders, too, sometimes—fail to realize what a precious possession good eyesight is, and are very likely unconsciously to subject their eyes to various abuses. It takes constant keep-at-itiveness to prevent this, and the following simples rules have been suggested as helps:

1. When the eyes have to be rubbed frequently while reading, it is time to consult an oculist.

2. Don't read with the light in front. This ruins the eyesight quicker than anything else. The light should fall obliquely from behin over the left shoulder. Never read with the sun shining directly on your book.

3. Don't go to sleep or even take a nap in such a position that your eyes will open directly on the light when awakening.

4. When a book ar magazine has to be held at arm's length in reading, it is a sign that glasses are needed. Don't delay in having your eyes tested.

5. Always hold your head erect when you read and hold your book fourteen inches from your face.

6. Use a shade over every light, even a candle. Shades are cheap, or they can be easily made.

Educators and school officials are coming to realize the importance of safeguarding the eyesight. "Proper care of the eyes," says Ella Flagg Young, Chicago's Superintendent of Schools, "is one of the essentials of education." She, therefore, recommends that concise directions, embodying the ideas here stated, be printed on the front fly-leaf of every school book.

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I. FAIRBANKS, Superintendent of Schools, Springfield, Missouri: After thoroughly examining the New-World Spellers, I find them excellent.

A. E. ROBINSON, Superintendent of Schools, New Washington, Ohio; Some days since I received copies of New-World Speller, Grade 1-2 and 3-8. They seem to me to be the only real spelling books I have ever seen. Other so-called spellers are simply word lists.

J. A. JOHNSON, County Superintendent of Schools, Comanche, Oklahoma: The New-World Speller is unique in that it makes the study of spelling a thought study rather than an exercise of memory.

LELIA E. PATRIDGE, Eastern Kentucky State Normal School, Richmond, Kentucky: These books are certainly a new departure in the way of spelling books, being remarkably attractive in form and having much that is novel in content. They are evidently the result of careful and elaborate preparation.

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Brigham's Geographic Influences in American History ..... 366 pages, illustrated	1.25
Hall's Aspects of Child Life and Education ..... 326 pages	1.50
Hodge's Nature Study and Life.... 514 pages	1.50
Johnson's Education by Plays and Games ..... 234 pages, illustrated	.90
Kern's Among Country Schools.... 366 pages, illustrated	$1.25
Mace's Method in History..... 311 pages	1.00
Moral Training in the Public Schools 208 pages	1.25
Scott's Social Education..... 300 pages	1.25
Tompkins's Philosophy of School Management ..... 222 pages	.75
Tompkins's Philosophy of Teaching ..... 280 Pages	.75

William's Gardens and their Meaning $1.00
Johnson's What to do at Recess 25c. and Gesell's The Normal Child and Primary Education $1.25

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Editorial

The Reorganization of the State Board of Education

At the November election the people will, in all probability, pass the Shanahan Amendment, which provides for free text books and for the reorganization of the State Board of Education.

There has been a great deal of discussion of the free text book measure but very little real opposition. Such opposition as has arisen seems to have made doubly sure what was otherwise reasonably certain, namely, the overwhelming popular approval of the amendment.

Free text books are, of course, an important step forward for our schools. But all the advantages that they may bring will be inconsiderable compared with what may be done for the schools of this State by virtue of that other and seemingly forgotten clause in the amendment which provides for a reorganization of the State Board of Education.

* * *

De Mortuis nil nisi Bonum!

There are many things the matter with the present State Board but there are two weaknesses in particular, either one of which is sufficient to condemn it. First, the members of the Board are selected ex-officio for its duties. They are already as busy as they can be in their regular work which should and does claim their first attention. The Board work has been, is, and ever must be under such an arrangement a matter of casual and incidental attention. Second, even if the Board had time to work upon the educational problems of State-wide importance, it has no jurisdiction to do so. Outside of the adoption of text books its work is a round of petty and unimportant details which could very well be assigned to a $75 clerk. Indeed there are some who think that were the present system to continue the duty of adopting text books could also be assigned to the same clerk without any serious reduction in the quality of the service.

* * *

A Method of Selection for Service

The reorganized State Board should not be constituted ex officio, nor elected at popular election, nor appointed by any State officer. Any one of these plans would prove fatally defective. A better plan has been found for the selection of expert public officers. It is that used by our universities and normal schools which is substantially the same as that employed in modern city school administration. That is to say, a board of trustees representing the people elects the expert, judges the efficiency of his work, and has power to hire and fire in the name of the service.

The law reorganizing the State Board should provide for a State Board of Regents say of five, appointed by the Governor. This Commission would stand as trustees of the State school administration. It should have power to appoint the members of the State Board of Education wheresoever the best men might be found within or outside of California.

The Board of Education proper should consist of not less than three members to begin with and as many more as increasing service and public need may require. They should have the powers of the present State Board and in addition they should be charged with supervision and leadership in some of the many important fields of education now utterly neglected in so far as the State is concerned.

Here are some of the more important duties that the reorganized expert Board should assume: The elementary schools should be studied in an intensive way by one of the members of the Board. In connection with this work he should be given the powers of the present State text book committee to initiate elementary school text book amendments and adoptions.

* * *

Selecting Text Books: Eeny-Meeny-Miney-Mo, or Expert Judgment?

The text book situation is critical. The State Printing Office has shown that it is possible to manufacture and distribute books, mechanically correct, at a price much less than that established by the book companies. The manufacturing end of State text books is solved. The free text book measure will provide a fair and democratic system of distribution, and will make possible timely text book amendments without arousing a froth of popular indignation. But no plan of manufacturing and no system of distribution will ever atone for faulty, slip-shod, or inexpert selection. The system of selection that has been in operation must be improved. Free text books, improperly selected, would be nearly as bad as the present system of compulsory, private purchase of improperly selected texts. One of the most important things that a reorganized State Board should do, therefore, is to provide some rational, practical and expert plan of selection in lieu of the "Eeny-meeny-miney-mo" process which seems to have been the recent method of selection.

That any man or group of men will ever select text books to the satisfaction of everyone who uses them is utterly impossible to hope for. But it does not seem impossible to hope, nor unreasonable to demand that a competent, and industrious public servant of wide experience and plenty of practical good sense could learn to know what constitutes the elements of strength and weakness of books already in use and of the qualities desirable or undesirable existing in books offered for adoption. The recommendation of such an officer, charged with the responsibility of success and judged by the results of his findings would be carefully made, and would in all cases be reviewed by the Board. This system, by concentrating responsibility, by providing as well as may be for expert service, by insuring at the same time adequate deliberation and discussion, by eliminating much of the unwholesome activity of book companies, and by thrusting from the scene of action all possibility of blind-fold wranglings arising from personal animosity or institutional prejudice, will provide the free text book system with the sort of books that it deserves to have.

* * *

Who Owns the High Schools, Anyway?

The high schools of this State today are not under the practical supervision of anyone representing the people of the State. Perhaps this is one of the reasons why these schools still present, as they have for years, a series of the gravest problems. Seventy per cent of those who enter drop out before graduation. Most of them who stay do not secure an object or goal toward which to press. They have not developed vocational education. There is a grave doubt that they have not even developed a sound general culture. No one at least will deny that our high schools need leadership, direction, encouragement toward independence from narrow scholastic standards, and toward greater service to twentieth century life. It is time that California as a State and a people should take some controling interest in this part of its educational plant. Some member of the State Board of Education, representing the needs and desires of the people who own the high schools, should make the study and solution of these problems his special business.

* * *

Protection of Infant Educational Industries

Vocational and industrial education are in their infancy. They need nourishing. Above all they need wise direction. Special supervisory leadership over its development in normal schools, agricultural schools, trade schools, professional colleges, and in all pubic institutions should be provided by some member of the State Board. The right man in such a place would make his service well worth the cost of the whole State school administration.

There should be, too, some care shown by this Board for the development of suitable education for those now out of school whose needs are not met by standard elementary and secondary courses of instruction, and those in orphan asylums, reform schools, penitentiaries, and institutions for the defective, delinquent, and dependent. No one has yet seriously undertaken in California the education of these humans. Yet surely no part of our people need education more. The State Board should have power

to inaugurate, and direct educational activity in all of the public institutions of the sort above described. Not merely because the inmates are human beings and have a right to an education adapted to their needs, but because society has a right to say, through some public authority, that they shall be made as industrious, as intelligent, and as self-respecting members of the social scheme as may be.

* * *

Advice Without Compulsion

Above all, an expert State Board should serve school officers and local school systems as a clearing house of useful information. In particular, it should be provided that local school authorities should consult the proper member of the Board when planning important administrative measures such as the adoption of a new course of study, or a system of appointment and tenure of teachers. Such advice, when given, need not be followed; but it should at least be sought and then given just that respect to which its worth may entitle it.

The State Superintendent would be, of course, ex officio a member of the Board. He would be statistical expert and fiscal agent and would have charge of the same general activities that now claim his time.

* * *

Let Us Step Forward

Does this seem like a great undertaking? Are these duties too important, too taxing for any State Board of Education to assume? Think for a moment of the present situation. We are assuming them all now with no one to make their successful execution on a State-wide plane his particular business. And these are but a few of the things that need to be done and that a competent State Board could properly be charged with,—enough perhaps to start the system on its way and to demonstrate its worth to our schools. From time to time new duties should be added by the legislature, and new officers such as secretaries, deputies, and assistants provided by the Board of Regents to assist the State Board in its work.

It will cost some money,—not a great deal as State expenses go, but more than the present State Board costs. We can afford it. This State with its rapidly increasing population, its wealth of resources, and its newly awakened pride in civic efficiency can afford to pay a few thousand dollars a year to insure an increase in the dividends from the investment of millions of dollars and hundreds of thousands of children that it is now making in its public schools.

* * *

The Shanahan Amendment

The voters who have faith in the people will cast their ballots for the Shanahan Amendment. It provides for free text books and a reorganization of the State Board of Education. It is a good measure. The Legislature that has the enactment of the laws to carry out the provision of the amendment is the same power that created our public school system. Its certification laws, its tenure of position for teachers, its wise provision for rural schools.

* * *

The University vs. Shanahan Amendment

Dr. Lange, Mrs. May Cheney, Thomas Reed and others of the University have been real vicious in their mental angle on the amendment. To listen to the criticism of these people it would seem that the Legislature is composed of a lot of bad citizens elected for the sole purpose of passing bad laws. It will not be at all surprising if the Legislature should tell Dr. Lange, Mrs. Cheney and others that their partisan political activity is contrary to the statutes of California, and they were not entitled to pay while abusing the Legislature that provides the laws, that forced the taxes into the University funds for salaries.

Dr. Lange's partisanship is certainly open to the severest criticism. He holds an ex-officio position on the Board that is about to sing its swan song, and as chairman of the Committee on Certification he has practically barred out teachers educated in the East unless they take a year special work at the University. The State has become provincial and our high schools have been filled with inexperienced and inefficient teachers, young girls and boys of from 20 to 25 years of age. Under the system of graded schools they are able to take eight years in elementary schools, four years in high school and five years in university work. They are turned out fully equipped to teach at 23, with the exception that they have no knowledge of the problems of life, and teach a few years in the high school for the salary, and then leave the profession of teaching for some other occupation. The system of accrediting by the University makes it easy for the appointment secretary to get jobs for high school teachers. It is almost impossible under the system to find employment for graduates in other occupations with the possible exceptions of engineers, chemists, etc. The high school teaching profession is, therefore, filled with misfits.

* * *

The Legislature of 1913

Will meet the popular demand of the people who pay the taxes to support the high schools, and take them out of the control of the University. The high school standard should be fixed by some other authority than the University of California.

* * *

Vocational Guidance

A law governing institutions should be broad enough to meet the demands of vocational guidance from the standpoint of service to the State, not the University.

* * *

A Charitable View

Dr. Alex Lange, who has been at the head of the Department of Education for several years, has many admirable traits, but like Hardy and Dailey of the State Board of Education he is a man of mediocre ability, and his point of view is, first everything for the University, and second, the State. The University is a State institution and it must work in the service of the State on broader geographical limits than the boundary lines of the campus.

* * *

A New Move

The Attorney-General has just ruled that Normal Schools may issue High School certificates. This is a step in the right direction. The next move will be a complete reorganization of the University, not to detract from its usefulness, but to increase its efficiency in the service of the State; not by the enactment of laws, but by the creation of higher ideals in respect to the efficiency of the product.

* * *

A Flat Pension Rate

The San Francisco teachers, by a vote of 693 to 18, decided to endorse the flat-rate pension bill. This bill provides a flat rate of $600 per annum to any teacher in the State who has taught thirty years. The teachers are to contribute one dollar per month from salary to form the basis of pension fund. It is a great pleasure to find among the supporters of the flat-rate the following principals: Agnes Regan, Nora Sullivan, Josephine Saunders, Mrs. McGrath, Nellie Gallagher, Mrs. M. M. FitzGerald, Alice Stinsen and Miss S. B. Jenkins. Usually men and women who receive large salaries want a maximum pension, and want the teachers who receive the small salary a minimum. The unselfish service of teachers who work for the betterment of the whole service without personal profit is to be commended.

* * *

County Superintendent of Schools

Dear Sir: I feel it my duty as an educational officer to ask that you carefully read and consider the enclosed literature, and if convinced of the righteousness of the argument therein presented that you, so far as you can conscionetiously do so, help us to **educate the school children under your jurisdiction and through them reach the homes of the voters.**

I am sure that after investigation you will be satisfied that a great wrong is sought to be perpetrated upon the people of the entire State of California and be willing to aid in its defeat. If you feel that you could in any way distribute literature, I shall be very glad to forward you as large a supply as you can use.

This appeal is made both from a general standpoint and from that of one good citizen to another, I am,

Cordially yours,

GEO. W. FRICK,
Will C. Wood,
J. W. McCLYMONDS.

Using the Schools for Political Purposes

The literature applies to the amendment in reference to the Consolidation of Cities. There is no question involved of ethics or morals. Alameda has a law that enabled it to consolidate Fruitvale and adjacent territory. San Francisco only wants the right for people to vote for or against a change of boundaries. This is certainly a great (?) question to submit to school children. Again we are surprised to see

G. W. Frick, Will C. Wood and James McClymonds sign such a statement. We take for granted they did it under the pressure of the ward politician of Oakland. Yes, dear superintendent, get your children to march in the streets to educate the voter on the consolidation amendment. Send little Johnny home with instructions to educate his papa to vote against the Consolidation Amendment. If Johnny carries home any such literature he should be spanked and the teacher should be canned for circulating indecent literature.

Western School Notes

Superintendent W. H. Parker of Siskiyou county called his Teachers' Institute to meet on the third of September and to continue three days; the Trustees' Institute to meet the day following in the County High School at Yreka.

The outside helpers were Maynard Lee Daggy of the University of Washington, Miss Ida M. Fisher of the State Normal School at San Jose, Mrs. Nettie S. Gaines of the Stockton Schools, C. K. Studley of the State Normal School at Chico. Job Wood Jr. was present at the Teachers' Institute the last day and then remained over to take part in the Trustees' meeting on Friday.

The first storm of the season lessened the attendance at the trustees' meeting but still there was a goodly number present and much interest manifested. The Teachers' Institute seems to have been a very successful meeting, as was that of the trustees. Superintendent Parker had made every arrangement for both meetings and he should be congratulated for his business management of the whole meeting.

The trustees passed a resolution by a unanimous vote favoring the Shanahan Free Text Book Amendment.

* * *

Superintendent Jos. M. Hamilton of Del Norte county called his first Teachers' Institute to meet in the County High School at Crescent City on the 25th of September to continue in session three days. He had selected for his assistants Dr. Richard Boone of the University of California, Miss Gretchen L. Libby of the educational department of the Fish and Game Committee and Job Wood Jr. of the State Superintendent's Office. Many of the teachers and friends of education in the city assisted greatly in contributing in every way they could towards the success of the meeting.

Owing to the few teachers in the county and the difficulty of getting in to that part of the country the institutes do not come often—the last one being held in 1907. The result is every one does his best to make the meeting a success.

Superintendent Hamilton did himself great credit in his kindly manner of presiding and his good advice to his teachers and in making everyone feel at home. The school trustees were invited to be present the last day but no Trustees' Institute was called. Many of them came and they seemed to get much from the meeting.

In the future this is to be the one great trip of this State—up the coast to Eureka, on to Crescent City, through the great redwoods and the beautiful canons and then over into Oregon and down the Sacramento Canon to California again. The roads are much better than they were five years ago and they are being improved all the time, both in California and in Oregon. A fast trip from Crescent City to Grants Pass —100 miles—to catch the train at two in the afternoon is not intended at this time to make one feel rested, but it is a beautiful trip and one that every Californian should see.

* * *

The second annual meeting of the California Teachers' Association—Bay Section (46th annual meeting California Teachers' Association) will be held in San Francisco, in Native Sons' Hall, December 30th to January 3d, both inclusive. Mr. F. K. Barthel of the San Francisco School Department, President of the Association, has engaged the services of Mr. Henry Turner Bailey, editor of the School Arts Magazine, and Professor Henry Suzzallo of Teachers' College, Columbia University, to address the Association. Various departments and sections of the Association will present programs containing much matter of vital interest to teachers. It behooves all associated with school work to cooperate in making this meeting a great success.

* * *

Philip Van Ness Myers, the author of Myers' Ancient and Modern Histories, is on a visit to California and while here will deliver a series of lectures on Intra and International Peace. On October 31 he will talk in the evening at the Girls' High School, on Friday, November 1, at Stanford University, on Monday, November 4, at the High School in San Jose and the State Normal School. On Monday evening, November 11, he will be tendered a banquet by the Sequoia Club of San Francisco. On November 13 he will talk to the Oakland school teachers and at a date to be fixed later for the State Normal School at Chico. It is also expected that he will visit Mills College. Dr. Myers has been one of the most successful writers on ancient and modern history. He has studied the sources of history upon the ground where both ancient and modern historical events occurred. He is a man of most charming personality. He has recently completed a series of lectures under the auspices of the U. S. Bureau of Education in the south. These talks are his contributions to the peace movement of the world and he does not accept any fee, either for his lectures or his expenses.

Dr. Myers is a distinguished man in his chosen field of history, being a veteran teacher and a writer of several school histories which have been popular for years. He graduated at Williams College in 1871, won his A. M. degree in 1874, and studied at the Yale Law School 1873-1874. He was president of an Ohio college from 1879 to 1890, has been a member of the University of Cincinnati faculty, part of the time as dean of the academic faculty. He is the author of "Life and Nature Under the Tropics," "Remains of Lost Empires," "Ancient History," "Mediaeval and Modern History," "A General History," "Eastern Nations and Greece," "History of Rome," "History of Greece," "Rome, Its Rise and Fall," "The Middle Ages," and "The Modern Age."

Miranda Ray Arms, formerly of Plumas county, is now teaching domestic science in the Galt Union High School. Miss Arms completed recently a year of special training at Columbia University. The high school at Galt is fortunate in securing a teacher so well adapted by personality and education for the place.

* * *

Katherine Ball, supervisor of drawing of the San Francisco School Department, has returned from Dresden, where she attended the great art exhibit of the world. She was the delegate from California.

* * *

D. T. Bateman held his County Institute from October 7 to 11. The entire forenoon of Friday was devoted to athletic exercises. The institute this year was of special interest.

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Superintendent Geo. W. Frick reports that at Centerville, San Leandro, Livermore and other places in Alameda county new buildings have either recently been erected or are to be constructed in the near future.

* * *

The Los Angeles High School has very successful open air study rooms.

* * *

Dr. Morris E. Dailey and wife were presented with a handsome chest of silver on their return from their honeymoon trip. The faculty tendered him a banquet at the Hotel Vendome.

* * *

Humboldt county and Mendocino county will both apply for the establishment of State Normal Schools at the next meeting of the Legislature.

* * *

Superintendent J. W. McClymonds, in the reorganization of the School Department of Oakland, has been placed in charge of the strictly educational department of the school administration. A. C. Barker has become the business manager of the Board of Education and R. S. York is made the secretary of the Board.

* * *

It is reported on good authority that C. C. Hughes will be made the Assistant Superintendent of Schools of Sacramento and placed in charge of the supervision part of the educational department.

* * *

Superintendent Frick has arranged for the thorough inspection of the typical industrial plants in Alameda county during the institute week from October 20 to 30, in Idora Park.

* * *

Over 8,000 school children in San Francisco have opened savings bank accounts, as per Director Power's report.

* * *

Dr. M. V. Shea of the University of Wisconsin will conduct the Institute at Winnemucca, Nev., beginning December 16.

* * *

James Ferguson of the Polytechnic High School presented the merits of the Shananan Amendment at Berkeley recently in a clear and forcible manner. He also presented in the San Francisco Examiner recently the strongest argument that has been made in favor of free text books and the reorganization of the Board of Education.

* * *

J. H. Francis left for Chicago Friday, October 18, in order to take part in the meeting of the Directors of the N. E. A. He will also speak before the Utah Educational Association on the reorganization of the school system.

* * *

Miss Agnes Regan, Miss Manderville and Miss Alice R. Power were appointed a committee to attend the Northern Teachers' Association in the interests of the flat-rate pension bill.

* * *

W. G. Hartranft, Effie B. McFadden and Lucy M. Lowe were the instructors at the Trinity County Institute this year.

* * *

R. C. McDonald, principal of McKinley School, was sentenced on October 12 for 25 years in the penitentiary for contributing to the delinquency of a 15-year-old girl.

* * *

The San Jose State Normal School will ask for an appropriation of $445,000 and the San Francisco Normal for $354,000.

* * *

The Attorney-General has ruled that it is legal for State Normal Schools to issue high school certificates provided the course of study is equally as high as the University.

* * *

Modoc and Lassen counties will hold a Joint Institute October 23-24.

* * *

Superintendent W. P. Crannisie held his Institute October 21-22 in Marysville. A. H. Chamberlain and Job Wood Jr. were the principal instructors.

* * *

The Superintendent of Public Instruction at Sacramento has just sent out a story to the school chillren of California under the name "What a Pity." It portrays in a lively and informal way the effects of the Whisky Disease upon the people of the State and is intended to aid the teachers in giving lessons in temperance to their children. The story describes Mr. Hyatt's travels and observations in a very direct and simple way, and there is nothing inflammable or hysterical about it. A wise and discreet teacher can certainly use the little story with telling effect upon her flock. It is distributed through the County Superintendents to teachers or others who would appreciate it.

* * *

Superintendent Roy Cloud held an interesting Institute at Redwood City September 30 and October 12, 1912. Superintendent Cloud made an excellent opening address. The instructors were Prof. C. E. Rugh, Prof. Terman, Chas. N. Shane, Leila France and D. R. Jones.

* * *

Faculty Supervision

A system of faculty supervision in school work and in school life in general has been instituted at the High School by Principal H. O. Williams of Sacramento. The pupils will be divided into groups at the head of which will be a member of the school faculty. Weekly conferences between the pupils and their advisers will be held and the parents will be informed by the faculty of the work done by their children. Athletic activities will be looked after by a committee composed of Prof. Goldsmith, physical director, F. M. Twitchell, D. Townsend and Miss Mary Cravens.

* * *

EDUCATION NOTES

Nearly two-thirds of the American public school enrollment is in the rural schools.

* * *

The largest public school building in Europe is the new continuation school in Vienna.

* * *

Home economics is to be made compulsory in the primary schools of Saxe-Weimar, Germany.

* * *

The educational expenditure for Scotland for the past fiscal year was $18,300,000, of which $840,000 was for continuation schools.

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Some of the exciting experiences of teachers and others in service in Alaska are told in recent reports received by the United States Bureau of Education. One of the most interesting reports describes the eruption of Matmai Volcano in western Alaska, which destroyed a native village and buried the country for a hundred miles around in volcanic ash. Three feet of pumice covered the ground where the village of Katmai formerly stood, and the natives had to flee for their lives. They were eventually rescued by the U. S. Revenue Cutter Manning and taken to a new site on Ivanhoff Bay, where the Government has set them up in housekeeping. A school will probably be established in the new village.

* * *

Sallie Jones of the Board of Education of San Francisco is making a special effort to have the boys and girls of the grammar grades and high schools conform to inexpensive clothes. Back to the simple life is her plea. It is certainly creditable that in these days of high living that the boys and girls be urged to study the laws of economic life.

UNIVERSITY OF SOUTHERN CALIFORNIA NOTES

The reputation of the University of Southern California for rapid growth is being sustained this year. Already more than 800 students have enrolled in the College of Liberal Arts. The year's grand total in the nine colleges of the University promises to exceed 2,500.

* * *

New professors and instructors in the Univer sity of Southern California th isyear include the following: J. H. Montgomery, in Civil Engineering; Frank J. Klingberg, in History; W. M. Burke, in Economics; W. C. Shelton, in Political Science; Emily Biles, in German.

BOOK NOTES

Beginnings in English," for Primary Schools, by Frances Lillian Taylor; illustrated, 128 pages, price, 35 cents. The purpose of this book is to furnish interesting material to develop the child's powers of oral expression in conversation and story telling, and also to correct by new and varied devices some of the most common errors in speech. Second and third year classes will be charmed by the variety and interest of the stories provided to read and tell, to dramatize, to change and make longer, topics for conversation, dialogues for reading and acting, pictures for studying, poems to read and memorize, and models for making. The teacher will also appreciate the script copies for writing and word lists for spelling. The use of such a book as this in the earlier school years insures definite and systematic attention to correct oral speech and those simple written forms that every child should master in the primary grades. It relieves the teacher by making the work definite and providing an abundance of material, and, while it instructs the pupil, it interests him in language in such a way as to make the subject appeal to him as worth while. D. C. Heath & Company, publishers.

* * *

"Civics for Foreigners," by Anna A. Plass; cloth, illustrated, 192 pages; price, 50 cents. The author is a successful teacher of English and Civics to classes of foreigners. The lessons are written in simple language from the standpoint of the foreigner's interests. They begin with such features of our government as he sees in the home and on the streets. He is led to an understanding of the purposes for which laws exist and thus to the knowledge of the fundamental principles of our government. The work covers the essential outlines of the City, State and National Government; gives important facts connected with our history; shows how government officers of all classes are chosen; describes the registration of voters, methods of voting, etc. It also gives a full statement of the legal requirements for naturalization, and includes the blank forms used in the process with the questions usually asked in open court at the final hearing. The book is equipped with a vocabulary giving the Italian, German, Swedish, French, Polish, Greek and Yiddish of all the words used in the book as well as of those which occur in the various blank forms in the process of naturalization, buying money orders, etc. All who are interested in the civic instruction of the foreign born will welcome the book. D. C. Heath & Company, publishers.

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and

Margaret Cunningham, Department of English, Dorchester High School

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It was adopted "on sight" by the Boys' High School, Riverside, California.

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THE

WESTERN JOURNAL OF EDUCATION

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary, Dec. 30-Jan. 3.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Allison Ware, President, Chico, Cal.; Paul G. Ward, Secretary, Redding. Meeting, Oroville.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, San Francisco, Cal., Secretary.

In the Oil Regions

This time my journey abroad carried me to the petroleum regions of Kern County, where I had an engagement to visit schools in company with the County Superintendent of Schools. Bakersfield is the county seat. It suffers the inconvenience of being at a midnight point on the railroads between San Francisco and Los Angeles.

Consequently I crawled out of a warm bed on the train in the middle of the night, rode a mile or two in a hotel bus through the silent town, took a room on the third floor of the Southern Hotel and crept into the chilly sheets at the witching hour when church-yards yawn and ghosts troop forth. And they had no foot warmers! And I had to pay for two night's lodging! And going away it was the same thing over again!

* * *

The County Seat

Bakersfield has more automobiles to the square inch than any place I have ever seen. Actually, a horse looks ashamed of himself. There are so many machines that they can't stand broadside to the curb as in most towns, but they line the streets side by side with noses to the sidewalk. Every store and every shop has its auto. Small trucks and large do all the hauling. It is a city on wheels and propelled by gasoline.

* * *

In a Stanley Steamer

County Superintendent Stockton drives a beautiful Stanley steam car. His supervisors do not allow him anything for it, however, so when he needs to make a hard trip he has to hire another machine, with a driver. Kern County is broad and long, and we made long criss-cross journeys to reach the schools, going early in the morning and getting back after night, chilled to the bone.

* * *

Nelson Was Along

City Superintendent D. W. Nelson went along on most of our trips, and a most genial and agreeable companion he proved to be. He has been at his post in Bakersfield for 16 years, and has become one of the veterans of the State. McClymonds of Oakland and Erlewine of Sacramento are the only ones I recall who have served longer than he. He is a singularly modest and kindly man, always putting somebody else forward and taking the worst of everything for himself. Moreover, he is a wise and skilful school man, who has built up for Bakersfield a splendid system of public education.

CALIFORNIA'S EDUCATIONAL NEEDS

Supervision for High Schools under immediate direction of the State.

* * *

A State Board of Education chosen without regard to representation from any institution, class or locality.

* * *

A flat rate pension for teachers and mothers based on fundamental laws of social justice.

* * *

A State director of vocational guidance, who will systematize the spasmodic efforts that are jostling the orderly conduct of our schools today.

* * *

A State course of study that will eliminate from the universities, the normal schools, secondary and elementary schools the pedantic studies that now take up more than two-thirds of the pupils time.

* * *

The increase in efficiency and the decrease in cost of buildings, equipment and supplies, and the creation of an economic spirit in personal expenses of pupils.

* * *

The Oil Fields

The Kern County oil fields are the wonder of the world. More than 200 men, starting with nothing, have passed the $100,000 mark; and many of them have reached millions! The famous Lakeview gusher poured out 50,000 barrels of oil per day! Think of that, with oil at only fifty cents a barrel! The Kern River field is near Bakersfield. The Westside regions, 40 or 50 miles away, include the McKittrick, the Midway, the Taft, the Sunset and the Lost Hills fields. All of these are in the shales of the Coast Range Mountains, and none in the granites of the Sierras.

Forests of Derricks

Each of these fields is miles in extent and each as you look at it seems a vast forest of tall derricks. Indeed it is a forest, for the lumber to make these derricks is demanding the clearing away of millions of acres of wood land. To sink an oil well costs a lot of money. The Lakeview gusher, for instance, cost $90,000 before striking oil. The wells are some 3,000 feet deep. Since these fields are less than 500 feet above sea level it follows that the deep wells go down half a mile or more below the surface of the sea.

* * *

The Gusher

The word gusher has a rich and splendid meaning all its own in the oil fields. It means success, fortune, good luck. Restaurants and other popular business places are named "The Gusher."

I saw a gusher near Taft in full flow. Far away, it looked like a black cloud of smoke from a locomotive, rising high in the air and wavering to and fro in the ftful breeze. We did not dare go very near, for it fills the atmosphere with a fine spray of black crude oil, shot up toward heaven by the pressure of the gas below. A handsome drummer in a nice summer suit and straw hat told me he ruined his clothes a few days before. He did not go within two miles of the well, yet next day everything he wore was speckled o'er with a million small black spots of grease. This does not show at first, but next day, oh my!

All the country round the gusher was scraped smooth and bare fore fear of fire. Every weed, stick, building and fence is coated by the black spray. Day and night the great fountain spouts up. Streams of oil blow down the gullies and watercourses, ponds and lakes of oil accumulate at the derrick and in the hollows round about. The gulches are dammed across and earthen reservoirs are hastily scraped in the dry ground—to hold the flood of easy money, until it can be pumped into pipe lines and sent away for sale.

* * *

The Destroyers

Yes, of course, this is all incredibly, horribly wasteful. Every spoonful of oil there is in the earth is keenly needed by the sons of men. There is just so much of it in these underground storehouses, no less, no more. All that is wasted now mankind will suffer for later on. The supply is not replenished like the water in the well. It is only a matter of a few years till it must be all pumped out; yet humanity and the world are like to continue for many a thousand years.

NEW GRAMMAR SCHOOL AT TRACY, CAL.

It is painful, then, to see millions of barrels evaporate into the air from square miles of open reservoirs; to see it spouted into the air and blown away by the winds; to see it soaking into the thirsty soil over thousands of acres; to see it run away to waste down scores of drains and gullies; to see it go up in smoke from a hundred fires, just to clear out the sump-holes.

* * *

For Sudden Wealth

Of course this barbarous treatment of the riches of nature all comes from our craze for sudden wealth. So that those closest to the killing may most quickly grab off swollen fortunes, they get out the rich stuff faster than the world needs it and waste a large part of it in doing so. The same thing is true of our forest regions, where huge fires have burned for thirty years day and night, just to get rid of millions of cords of good fuel, that other people desperately need, even now. The same thing is true of every industry that has unrestrained opportunity to loot the stores of nature.

* * *

The County Superintendent

I was much interested in observing Superintendent Robert L. Stockton in the details of his work. He is one school man who has been able to take care of himself in the business world. He has acquired cattle and land and horses and mules, and manages them all with promptness and wisdom. He has raised half a dozen fine children. When he lays down his educational work he will have plenty to occupy his hands and brains and something to bequeath unto his issue. He is serving his third term as Superintendent. His greatest interest is the County High School at Bakersfield, which is taking rank as one of the leading vocational schools of the State. His talks to the children as he visits the schools are very direct, sincere and forcible. He never fails to tell them about the high school and give them good counsel concerning wise use of their time.

* * *

Text Book in Physiology

Teachers and school officers are reminded that the Primer of Hygiene is now the only State text book in physiology. It is a little thing, very simple, direct and delightful, good for parents as well as for children. It can be well used in any grade that has not had it, even up to the eighth. It was the intent of the State Board for it to be used for a year or so in all grades that needed physiology, and that then another little book of the same series should be added. Some think there should be a more difficult and scientific book provided. Others hold that we already have too much in the grades and that the scientific exposition should be left for high school and college.

* * *

New Grammar School at Tracy, San Joaquin County

San Joaquin county is one of the richest agricultural regions of the State, and it is coming to the front for its enterprise and liberality in providing splendid school facilities. The fine city high school at Stockton is well known. The Lodi High School, now building, is to cost $150,000. The Grammar School at Tracy, shown in the picture above, is a model of its kind. The following description of the building by Mr. W. J. Wright, the architect who constructed it, will be of general interest to school people:

The building contains eight class rooms, four to each floor, and an assembly on the second floor 32x38 feet; also a principal's office 12x14; a library or board room 16x27; a teachers' room 16x20, and a teachers' lunch room 10x17. There is besides one room 24x33 feet for manual training and one 24 x32 feet for domestic science in the basement. The ceiling height of basement is 9:6 feet and is entirely above ground. The basement also contains sanitary systems for boys and girls, heating plant and vacuum cleaner room.

The basement walls are concrete to the first floor and are plastered with ordinary gray cement. The walls of first and second stories are of brick plastered on the outside with white cement.

The air in all class rooms and assembly is changed every seven minutes; at the same time a guaranteed temperature of 70 degrees may be maintained. There is a sanitary drinking fountain (pedestal style) on each floor in the main halls, also drinking faucets in the lavatories. The toilets throughout are individual type, and the toilet rooms are ventilated by electrically-propelled fans, which drive all odors or vitiated air above the roof of the building.

The building, including grading of lot, concrete floor in basement, heating and ventilating plant—in fact, everything except actual school furniture, cost a trifle less than $30,0000.

TEACHERS' PENSION BILL

Approved by the San Francisco School Department by a Vote of 693 to 18 and Unanimously Endorsed by the Northern Section of C. T. A.

I. The Fund: How Constituted. (Inheritance Tax. Contributions of Teachers. Income of Existing Fund.)
II. Monthly Contributions of Teachers —$1.
III. Total Contributions of Teachers—$360.
IV. Estimate of Amounts Needed: Methods of Payment.
V. Powers and Duties of State Board of Education.
VI. Full Pension: Qualifications Therefor.—$600.—30 Years.
VII. Prorated Pensions.—After 15 Years.
VIII. Term of Service—Leaves of Absence.
IX. On Whom Binding—All Who Sign.
X. On Whom Binding—Those Hereafter Elected.
XI. Pensions to Cease—On Return to Service.
XII. Supplemental Pensions—Not Prohibited.
XIII. (a) Custody of Existing Public School Teachers' Annuity Fund. (Mayor, School Treasurer, Superintendent.)
(b) Investment. (City, State, U. S. Securities.)
(c) Income.—Goes to New Fund.
XIV. Publicity.
XV. When Effective—July, 1913.

The Fund: How Constituted

I. To continue in force and make effectual pensions already existing in favor of public school teachers, and to provide for the pensioning of all teachers to be retired under the provisions of this act, a fund is hereby created to be known as the Public School Teachers' Pension Fund of California. So much of the taxes collected under the succession and inheritance tax laws of the State and not specifically appropriated to the uses of the State School Fund and for other educational purposes, as, combined with the contributions of teachers provided for in Secs. II and III of this act, and other revenues provided in Sec. XIII of this act, may be necessary to provide for the pensions provided in Secs. VI and VII of this act, and to pay the necessary expenses of collecting and administering said fund, shall constitute this fund.

Monthly Contributions of Teachers

II. Each official whose duty it is to pay teachers' salaries shall deduct one dollar from the monthly warrant of each teacher subject to the burdens of this act, and shall draw, at the end of each quarter, a warrant in favor of the State Treasurer for the amounts thus deducted, the same to be deposited to the credit of the Public School Teachers' Pension Fund.

Total Contributions of Teachers

III. No person shall be eligible to receive the benefits of this act who shall not have paid into the Public School Teachers' Pension Fund, or partly into said fund, and partly into the fund established and maintained under the act of which this act is amendatory, an amount equal to $12 for each year of service, up to and including 30 years.

Estimate of Amount Needed; Method of Payment

IV. The Superintendent of Public Instruction shall each year determine from reports made to him by the superintendents of city, county and consolidated city and county public schools, the amount that will be needed for the following fiscal year to pay the pensions herein provided, and for the necessary expenses in carrying out the provisions of this act, and shall report the same to the State Controller annually, between ..... This amount the State Controller shall certify to the State Treasurer, who shall pay said pensions and said expenses upon warrants properly drawn by the State Controller.

Powers and Duties of State Board of Education

V. Unless otherwise provided in this act, the State Board of Education shall make and enforce all needful regulations for the method or methods of applying for and drawing the pensions provided for in this act, and for the method or methods of determining the eligibility of each applicant and the amount of pension to which each is entitled under the provisions of this act, provided that in all cases legally certified proof of all necessary facts shall be required and kept on file.

Full Pension: Qualifications Therefor

VI. Any public school teacher who shall have complied with all other requirements of this act, and who shall have served on a legal certificate in day or evening schools as teacher, or partly as teacher and partly as superintendent or supervising executive or educational administrator for at least thirty school years, at least twenty of which shall have been in the public schools of the State, including the last ten years of service preceding retirement, shall be entitled to retire and to receive on retirement an annual pension of $600, payable quarterly by warrant drawn as provided in Sec. IV of this act, provided that application for such pension shall be made within two years after the last month of service.

All teachers who, after thirty years of service, shall have been retired under the act approved March 26, 1895, and thereafter amended, of which this act is amendatory, shall receive on the taking effect of this act, an annual pension of $600, payable quarterly.

Prorated Pension

VII. Any public school teacher, as described in Sec. VI, who shall have complied with all other requirements of this act, and who shall have served on a legal certificate for at least fifteen school years in the public schools of the State, and who shall, by reason of bodily or mental infirmity, have become totally incapacitated for further school service, shall be entitled to retire and to receive during the period of such disability, an annual pension, payable quarterly, which shall be the same fraction of the maximum pension of $600, as said teacher's term of service is of thirty years, provided that application for such pension shall be made within two years of the last month of service.

Each teacher who, by reason of incapacity due to bodily or mental infirmity, shall have been retired under the act of which this act is amendatory, shall receive, on the taking effect of this act, and during the period of such disability, an annual pension which shall be the same fraction of the maximum pension of $600, as said teacher's term of service is of thirty years.

Term of Service, Leaves of Absence; How Reckoned

VIII. In counting actual experience for purposes of this act, the State Board of Education shall determine what constitutes a school year, provided that in no case shall leaves of absence amounting to school years of service for the purposes of this act, the or half school years be counted as service; provided further, that in reckoning length night school term shall be considered the same as and equivalent to the day school term.

On Whom Binding

IX. This act shall be binding upon all such teachers employed in the public schools of the State at the time of the approval of said act as shall, on or before..... sign and deliver to the Superintendent of Public Instruction and to the Superintendent of Schools of the county or consolidated city and county in which said teachers are in service, a notification that said teachers agree to be bound by and to avail themselves of the privilege of said act.

X. This act shall be binding upon all teachers elected or legally appointed to teach in the public schools of the State after the approval of said act, who, not being in the service of the public schools at the time of the approval of said act, were not competent to sign and deliver the notification specified in Sec. IX.

Pensions to Cease

XI. If any teacher retired under the provisions of this act shall be re-employed in a public school of this State, his or her pension shall cease; and if any teacher having qualified under Sec. VII returns to service in the public schools of the State and thereafter qualifies under Sec. VI, the pension already received by such teacher under Sec. VII shall be deducted year by year as a refund in the amounts originally received by such teacher.

Supplemental Pensions

XII. No one shall be permitted to draw from the State, directly or indirectly, more than one pension. Nothing in this act shall be so construed, however, as to prevent local communities or bodies of teachers from supplementing the retirement salary received from the State.

Custody of Existing Public School Teachers' Annuity Fund; Investment; Income

XIII. Any public school teachers' an-

nuity fund existing in any consolidated city and county and established under the act of which this act is amendatory shall remain in the custody of the treasurer of said city and county until no teacher who shall have contributed to said fund shall be teaching in the public schools of this State or retired under the provisions of this act or of the act of which this act is amendatory; provided that the uninvested portion of such public school teachers' annuity fund shall be invested by the mayor, the treasurer and the superintendent of schools of said consolidated city and county in municipal, State, or U. S. interest-bearing securities, and the total yearly income from said fund shall be paid by said treasurer to the State Treasurer, to the credit of the Public School Teachers' Retirement Salary Fund of California.

Publicity

XIV. Immediately after the approval of this act, the Superintendent of Public Instruction shall have copies printed and sent to the superintendents of counties and consolidated cities and counties of the State, to be placed in the hands of all teachers in the public schools during the present fiscal year and the one following it.

When Effective

XV. This act shall take effect on July 1, 1913.

Respectfully submitted,

Agnes G. Regan, Chairman.
L. M. Shuck, Vice-Chairman.
Marguerite Hill, Treasurer.
L. F. Bray, Secty., 1335 Vallejo St.
Margaret C. Burke.
S. B. Jenkins.
Eliza D. Keith.
Kathryn McGough.
K. C. McGrath.
Margaret Mahoney.
Katherine Mandeville.
Frances A. Mooney.
Margaret A. Noon.
J. H. Phelps.
Josephine Saunders.
Pension Committee of Fifteen.

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*AVALON

By O. J. Laylander

O Avalon, fair Avalon,
Bright jewel of the sea;
With much regret we travel on
And say farewell to thee.

We know your charms; within your arms
The toiler finds sweet rest.
You know the range of pleasing change
And give to us your best.

The distant sail, the winding trail,
The diver's headlong leap,
The azure sky, the seal's loud cry,
The wonders of the deep.

The sun-browned steep, the canons deep
The shaded wave-lapped cove,
The tropic flower, the perfumed bower,
Are reasons why we love.

Now day is done, and dropping sun
With gold adorns your crown,
And from the deep night scatters sleep
And pulls the curtains down.

At Avalon, still Avalon,
Lulled with the billows' swish,
We launch our boat for port remote
Where dreamland yields our wish.

New beauties rise as eastern skies
Proclaim the day is born.
Again with zest, take up the quests
Which from our worries turn.

Across the bay, San Pedro way,
Comes a commanding voice;
The call to work we may not shirk.
We go. We have no choice.

But Avalon, sweet Avalon,
We swear you have no heart,
So, dainty miss, we wave a kiss,
Reluctantly depart.

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*Mr. O. J. Laylander visited Avalon during the meeting of the N. E. A. a few years ago, and when the City and County Superintendents met this year at Catalina he sent this beautiful poem by request. Mr. Laylander is the Chicago representative of Ginn & Co. and is known as the poet laureate of the bookman. He is a man of fine literary attainments. The poem will be appreciated by all those who enjoy the interpretation of the beautiful things of nature.—Ed.

OPEN AIR SCHOOLS

That Sacramento could do nothing better than adopt the one-story open air school innovation, is the opinion of Prof. C. W. Childs, of the Oakland Polytechnic High School, who, with his wife, visited in Sacramento recently after a vacation in their summer villa at Sly Park, near Placerville.

Professor Childs was formerly president of the San Jose State Normal. He and others in Oakland decided they wanted schools built only one story and with the greatest possible exposure to air and sunlight. They first secured one of this type and it made such a good impression that four others are being built.

"In the past," said Professor Childs, "it has been the idea of school builders that ornamentation should come first. They said, 'Build a fine high building on a hill for the world to admire.' I have a deep-seated conviction that sanitation should come first and that's why I've stood for the one-story structure, with the greatest possible amount of window space and no corridors. We don't need corrridors in a climate like Oakland's.

"Then, too, there is no need of fire escapes as in two or three-story buildings. We found that the one-story structure with 20 or more rooms could be built just as cheaply as the higher. I think the one-story school is the type of the future in California."

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A TRIBUTE TO JOHN SWETT

By Richard D. Faulkner
Principal Horace Mann Grammar School,
San Francisco, Cal.

In 1853 John Swett was elected principal of the Rincon School of San Francisco, California. He retired from the position of Superintendent of Common Schools of the City and County of San Francisco in 1895. He was continuously in the service of the city or State from the time of his election as principal of the Rincon School until his retirement as Superintendent, with the exception of the period intervening between his resignation as principal of the Girls' High School and Normal Class, in 1899, and his inauguration as Superintendent in 1891. Since his retirement from the position of Superintendent in 1895 he has resided on his farm, Hill Girt, near Martinez, Contra Costa county.

In all of these years, whether in active service or retirement, John Swett has been an example and an inspiration to the teachers of California.

At the time of his election to the principalship of the Rincon School the first free public school in San Francisco was not four years old. The entire teaching force of the city did not equal the number of teachers now in the John Swett Grammar School. The average daily attendance of the few schools scattered among the sand hills was still counted by hundreds. The first Superintendent of Schools was still in office, as was the first State Superintendent of Public Instruction. There had been but four sessions of the Legislature and but little school legislation, but I am sure I would tire you should I attempt to tell you all that was not, in 1853, in the education of San Francisco and California.

The Rincon School, at the time John Swett became principal of it, was held in a small rented two class room building, planted in the middle of a sandbank on the corner of First and Folsom streets. I trust that none of you picture such a two class room building as is now common in the small towns of the State. The two class room building to which I refer consisted of an original shanty to which had been attached a shed-like ell. The original shanty was the class room of the principal, the shed-like ell, of his assistant. Neither of rooms possessed a blackboard, a map or chart. The only apparatus consisted of a wooden water pail and a battered tin dipper, from which the children drank water brought from a well not far distant, the owner of which allowed the boys to draw one bucketful a day. The teachers were provided with a small table and a cheap chair. There were sixty boys and girls in the school, about equally divided between principal and assistant. The children provided their own ink bottles, pens and paper.

I spoke of the wretched makeshift of a building in which the Rincon School was held in 1853. It can be readily understood that such a man as John Swett would not teach long in a building so unfitted for school purposes, if it were within his power to better the conditions. It was only within his power except in so far as he could stir up public sentiment in his district to the need of a larger and better building. This he did. The response was almost immediate.

A public-spirited merchant, a patron of the school, made a proposition to the Board of Education to build on one of his lots a two-story frame building capable of accommodating three hundred pupils, provided the city would lease it for a given time at a reasonable rental. His offer was accepted and the house was built on Hampton Place. The building was dedicated on August 22, 1854, in the presence of a large assemblage. On this occasion the principal of the school made his first public address in California. He took advantage of the opportunity to make a strong appeal to the people in support of a system of free public schools.

The Rincon School continued to grow. The building of which I have just spoken, though enlarged in 1856, was outgrown by 1860, when the Board of Education purchased a lot on Vassar Place and built a twelve room building upon it for the school. The building was cheap and poorly planned, but was dedicated November 22, 1860, as if it were a palace. One of the speakers was

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Thomas Starr King. The brilliant Dr. Franklin Tuthill of the "Bulletin" reported the proceedings.

It was seven years since John Swett had begun the upbuilding of the school. It was two years before he felt that his work in it was done. In the nine years that he was principal of the school he won recognition as a teacher, for he taught a class all the time. In these years he provided the school, through series of May Festivities, with a piano, a gymnasium and a library. The gymnasium was a feature of the school. The principal was the leader. In these years, through public examinations and exhibitions, he brought parents into sympathy with the work their children were doing, while the press notices of such exercises not only raised the Rincon Grammar School, but the schools of San Francisco and the State, in the estimation of the people at large. In fine, these years were his preparation for the great and lasting service he was to render to the State as State Superintendent of Public Instruction, to which high office he was elected in 1862 for one year, and re-elected in 1863 for four years.

In 1862 John Swett saw clearly, more clearly than anyone in the State at that time, that the public schools must be made free public schools, and that the profession of teaching must be raised. It was for the purpose of raising the standard of professional teaching and for organizing a State system of free schools that he sought the office of State Superintendent. How well these purposes were accomplished by him in the five years he held that office is a part of the educational history of the State.

I said that he sought the office of State Superintendent. I should have said that he was driven to seek it, for during the nine years that he was principal of the Rincon Grammar School he endured the twin humiliations of an annual election and an annual examination. The examination was conducted by a committee of doctors, lawyers, bookbinders, contractors and non-professional men, and its purpose was to see whether he was competent to teach another year the same school that he had just taught.

Some of the questions submitted by these examiners have come down to us. I repeat those in one subject:

Geography

Time, 1 hour.

1. Name all the rivers of the globe.
2. Name all the bays, gulfs, seas, lakes and other bodies of water on the globe.
3. Name all the cities of the world.
4. Name all the countries of the world.
5. Bound all the States in the United States.

I suppose you think because I said John Swett sought the nomination for State Superintendent of Public Instruction that he devoted months to planning a campaign, and that when the convention met the delegates pledged to him traded votes with the aspirants for other offices, until they had enough to secure his nomination. But such was not the case. He only announced himself a candidate ten days before the convention. When the convention met less than a dozen delegates were pledged to him. None were to he had by trading, for there was no other State officer to be nominated. If he had known that Frank Soule, the brilliant and versatile writer and politician, was to have been a candidate for the office, he would not have gone to the convention at all.

Several nominations for the office were made. Finally, all nominating speeches having been made, the several candidates were on motion invited to address the convention. John Swett did not expect this, but he was called out first, without a moment to collect his thoughts. His patriotic and professional speech secured him the nomination in the face of certain defeat.

On his retirement from the office of State Superintendent of Public Instruction, John Swett was elected principal of the Denman Grammar School of San Francisco. I stated that when he was principal of the Rincon Grammar School he taught a class all of the time. He now had to teach but two hours daily. For the first time, therefore, in his experience, he had time to devote to supervision. He now began a careful study of methods of teaching. I will not speak of his work as principal of the Denman Grammar School, nor as Deputy Superintendent of Common Schools, nor as principal of the Girls' High School and Normal Class, further than to say that the result of these years of work were his Methods of Teaching, and numerous contributions to the advanced text book literature of the times.

I said that John Swett resigned from the principalship of the Girls' High School and Normal Class in 1889, but the people of San Francisco called him from his retirement the next year and elected him Superintendent of Common Schools by an overwhelming vote.

His administration as Superintendent was marked by the fearlessness of his reports to the Board of Education, by the flexibility of the Course of Study that he prepared for the schools, and by the impress of his enthusiasm and professional spirit upon teachers and principals.

Such is the record of John Swett. He came to California friendless and unknown. He is now first in the affections of the teachers of the State. He has left a lasting impress upon the laws of the State and the profession of teaching. His public and private character has been above reproach.

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THE METHOD—Believing that teachers will have the largest measure of success in the teaching of any subject when they exercise their own good common sense, unhampered by fanciful methods, the authors of these Readers have seen fit to present only properly graded lessons, allowing teachers to use that method which will best meet existing conditions.

The authors have no faith in the "painless methods" so earnestly sought after by many teachers. Knowing that the process of education consists in overcoming obstacles, they have not smoothed away all difficulties from the path of the pupil. It is hoped, however, that enough has been done to enable the child to grasp the thought with sufficient ease to lead to that naturalness of expression which is the soul of good reading.

Lippincott's SECOND READER
" THIRD READER

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ONE-ROOM SCHOOLHOUSES IN ILLINOIS

Labelling country schoolhouses so that every citizen may know whether his school is up to standard is the device of the Illinois State school authorities, according to information received at the United States Bureau of Education.

The schools are inspected as to grounds, buildings, furnishings, heating, ventilation, library, water-supply, sanitation and qualifications of the teacher. If the essentials of a good school are found present a diploma is granted the district and a plate is placed above the door of the schoolhouse designating it as a "Standard School." Upon fulfillment of certain further requirements a higher diploma will be issued and the plate will read "Superior School."

Already 657 of the 10,532 one-room schoolhouses in Illinois have earned the right to be called standard schools and to display the plate accordingly.

This interesting device is part of a vigorous campaign waged by the State of Illinois in behalf of rural schools. Two experts on rural education, U. J. Hoffman and W. S. Booth, under the direction of Hon. F. G. Blair, State Superintendent of Public Instruction, are devoting their entire time to the country and village schools.

Illinois does not merely ask that the schools be brought up to standard; the State tells how it can be done. In a bulletin sent to every teacher in the State the requirements for a standard school are set forth. Among the specifications are: An ample playground; good approaches to the school; convenient fuel houses; the building, sound, in good repair and painted; improved heating arrangements—a jacketed stove in the corner of the room instead of an unprotected stove in the center; floor and interior of the building clean and tidy; suitable desks for children of all ages properly placed; a good collection of juvenile books, maps and dictionaries; a sanitary water supply; the school well organized with regular attendance and at least seven months' schooling every year; the teacher must have not less than a high school education, receive a salary of at least $360 per annum, and be ranked by the county superintendent as a good or superior teacher.

The more ambitious districts, aspiring to the "superior" diplomas, will have to meet the following additional requirements: A playground of at least one-half an acre, level, covered with good grass, and provided with trees and shrubs; sanitary drinking appliances; separate cloak room for boys and girls; room lighted from one side or from one side and rear; adjustable windows fitted with good shades; heat provided by basement or room furnace, with proper arrangements for removal of bad air and admission of pure air; at least eighty library books, ten suitable for each grade; two good pictures on the wall; provision for instruction in agriculture, manual training and domestic arts; the teacher to be a high school graduate with normal school training and to receive at least $480 per annum; the work outlined in the State course of study to be well done.

The Illinois authorities do not expect to see this movement for betterment of the one-room schools interfere in any way with the natural development of consolidated schools; but believing, as they do, that because of the scattered farming population of Illinois one-room schools will be necessary for many years, they seek to make this type so efficient for the community that a desire will be created among the citizens in rural communities for greater educational advantages for their children.

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Address Department N

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We have received many letters from the film manufacturers, such as VITAGRAPH, EDISON, ESSANAY, LUBIN, SOLAX, IMP, REX, RELIANCE, CHAMPION, COMET, MELIES, etc., urging us to send photoplays to them. We want more writers and we'll gladly teach you the secrets of success.

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PICTURE PLOTS

Great Demand for Good Scenarios for Motion Picture Exploitation

To the minds of most of us the words "moving pictures" suggest nothing but a cheap form of entertainment, designed particularly for those who can neither afford nor appreciate the "better" things in the show line. We sneer at the crowds going and coming from the nickeldromes and kindred places, although we must confess that we are often compelled to sit up and take notice at the "motion plays" that are presented after the acts at the high-class vaudeville theatres.

That anything higher than mechanical art enters into the production of the films that makes these "plays" possible we little dream, although it is a fact that a considerable portion of the literary folk of the country are daily taxing their imagination in efforts to make good films and, incidentally, to enlarge their bank accounts.

Despite the cry against motion picture houses, the business of film production is progressing, and the rivalry among the dozen or more concerns in this country engaged in such work is so great that no expense is spared in endeavors to put out superior films. "New ideas! new ideas!" is the constant cry, and, naturally, the manufacturers turn to the literary folk for assistance. At least ten firms are buying ideas to be worked out on the screen, and the dearth of good ideas is such that a few concerns are advertising that they will pay high prices for the kind of suggestions they want. Ideas put into workable form are called "scenarios," and for acceptable "scenarios" the advertising manufacturers agree to pay from ten dollars to one hundred dollars.

All of the big companies maintain literary departments, the business of which is to pass upon "scenarios" and work up ideas submitted. Persons of recognized literary ability are at the heads of most of these departments, and this fact, it is generally agreed, is tending to raise the standard of the moving picture more than all the legislation and censorship that the public reformers are bringing about. As to the writing of "picture plays," one of the large firms has issued a booklet, which contains the following:

"That the motion picture, in recent years, has taken its place in the amusement world is clearly established. Briefly, it bears to the stage production the same relation the short story bears to the full volume novel. It differs chiefly from the stage play in that no lines are introduced. Despite this limitation and despite the brevity and low price at which this entertainment is offered to the public, film manufacturers require that their product must qualify with the ever ascending standards, dramatically, artistically and morally. To this end the manufacturers are spending thousands of dollars each year to obtain the most skillful producers, the best dramatic talent and the most effective stage devices in the production of the pictures. The same is true of the story which the pictures portray.

"The writing of stories or plays for modern picture production is practically a new profession. Writers of successful motion picture plays find their work constantly in demand and at good prices. The field is not crowded with successful authors and many who are able to produce available plays have not yet grasped the first principles of the moving picture drama, nor do they seem to have any inkling of what the manufacturers require. Many of these have the qualities, imagination, talent and ingenuity which make for success in this line, some of them having won success in the magazine field.

"In the writing of motion picture plays anyone who is capable of evolving an interesting plot adapted to motion picture presentation may win success. The proposition is the germ of the plot. It consists of a condition or situation from which the details of the story are developed. The success of a comedy composition lies in the novelty of the plot, or some new and interesting phase of an old proposition, in its interest-holding qualities, logic and probability and the humor of the individual scenes and situations. There is a wide difference between the 'comedy' and 'comic' pictures, and this difference lies chiefly in that the comedy depends largely for its humor in the cleverness and wit of the plot, where the comic is usually merely a series of situations arising from one incident or situation. In the comic film there is little plot and the scenes are loosely connected, while the success of the picture usually depends upon the fun obtained from each scene. Good comedy stories are hard to obtain, are hard to conceive and are necessarily, on account of their rarity, much in demand. It seems hard for most writers to differentiate wit and clever ingenuity of the good comedy scenario with the trivial and frivolous one which is not."

To show the desire of the manufacturer to get wholesome pictures, the following extract is given:

"Beware of any scenes which may violate good taste, manners or morals, and avoid all crimes, such as burglary, kidnaping, highway robbery, murder and suicide, showing the methods employed in the accomplishment of such crimes."

Sheridan, Cal., Nov. 5, 1912.

The Western Journal of Education,
San Francisco, California.

Dear Sir: We hear a great deal about the teacher looking into the health of her pupils in these days. In the city schools and even in some of the rural districts, by consulting with the parents, the teacher may effect a great good by her efforts.

But take the rural school in which the parents are too poor to give the child the proper medical attention. The child goes on suffering, day by day, perhaps not badly, but each day that passes makes it just so much harder for the child to become a good, happy citizen.

If the child is suffering from something which needs medical care, it is beyond the teacher to supply it. Must the teacher stand by and watch the happiness of the child vanish, by his suffering?

Why not, instead of talking so much about it, formulate a plan whereby the suffering of the poor children in the rural districts may be lessened?

—A Teacher.

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SCHOOLS AS EMPLOYMENT BUREAUS

Schoolhouses as employment offices is the most recent proposal in the movement for the wider use of the school plant, according to information received at the United States Bureau of Education. The use of schools as "social centers" has become familiar through the organized movement of the last year or two, and more recently the use of school buildings as polling booths and forums for political discussion has become known through the example of New York and Chicago. Now comes Professor John R. Commons, a member of the Wisconsin Industrial Commission, with a proposal to use the schoolhouse as a labor exchange.

The plan to link the social center work with the economic problem of the unemployed is urged by Professor Commons in the following terms: "There is need of an organized market for labor * * * If each schoolhouse has a director of its social center service, he could be supplied with blanks from a main employment office. A workman, by going to the school nearest his house to register, could be immediately connected with the whole organized labor market of the State."

Nor should this mark the end of the school's function in the labor problem, according to Professor Commons. He believes that the school, acting as a branch of the children's department of the employment office, should be made to help reduce the maladjustment of occupations that is now a crying evil. "Records of children's aptitudes should be kept in school. Teachers can best tell what the child is good for; and they should direct the children into the most promising occupations." It should be said that this principle is already partially recognized by public authorities. The vocation bureau of the city of Boston aids in directing the future occupation of children in the schools. In Ohio the truant officer is required by a recent statute to keep on file a list of the children between the ages of 14 and 16 who have received school certificates and desire employment; prospective employers are to have access to this list.

The attention given to Professor Commons' proposal emphasizes the rapid development of the idea of "wider use of the school plant," since Mr. Edward J. Ward inaugurated the social center work at Rochester. Kansas City affords a current instance of the readiness to accept the social center idea. The Board of Education of that city recently voted to open seventeen school buildings for neighborhood uses at night. School clubs will be organized for the discussion of civic and economic questions; there will be literary and dramatic clubs, sewing and campfire clubs. There will be lectures, moving pictures, folk dances, gymnastics and all the other neighborhood activities that are necessary to wholesome community life.

The use of school buildings as forums for political discussion is now a fact in both Chicago and New York; in the latter city a plan to use the buildings as polling places received strong support from civic organizations; and while educators have no way of finding out just how far the suggestion of schoolhouses as labor exchanges will be adopted, the fact that a proposal like this receives attention proves how widespread is the sentiment in favor of any and all projects involving a wider use of the school plant for the benefit of the community.

What Some Folks Think of the Wohlfarth-Rogers New-World Spellers

S. L. FISH, Principal Public Schools, Snowlake, Arizona: I think New-World a grand inprovement on the old-time spellers.

I. FAIRBANKS, Superintendent of Schools, Springfield, Missouri: After thoroughly examining the New-World Spellers, I find them excellent.

A. E. ROBINSON, Superintendent of Schools, New Washington, Ohio; Some days since I received copies of New-World Speller, Grade 1-2 and 3-8. They seem to me to be the only real spelling books I have ever seen. Other so-called spellers are simply word lists.

J. A. JOHNSON, County Superintendent of Schools, Comanche, Oklahoma: The New-World Speller is unique in that it makes the study of spelling a thought study rather than an exercise of memory.

LELIA E. PATRIDGE, Eastern Kentucky State Normal School, Richmond, Kentucky: These books are certainly a new departure in the way of spelling books, being remarkably attractive in form and having much that is novel in content. They are evidently the result of careful and elaborate preparation.

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324 Phelan Building, San Francisco, Cal.

Entered at San Francisco Post Office as second class matter.

Editorial

Superintendent Hugh J. Baldwin of San Diego, who is always a live wire on progressive educational subjects, has arranged to organize Spanish classes among the teachers and pupils in San Diego county. The aim is to have the citizens of the county well prepared to receive the guests from the South American countries during the exposition at San Diego in 1915.

* * *

U. S. Commissioner of Education P. P. Claxton has stated in a public address that in a few years pupils in public schools would not spend more than two hours per day in formal study and recitation. The remainder of the time would be used in learning useful trades and preparing for professional occupations along the line of actual experience.

* * *

The Shanahan Amendment to the Constitution providing for free text books and the reorganization of the State Board of Education carried. There are some people who really chortled when the returns came in. To others it brought a deep sense of obligation and the task of providing legislation both wise and just in accordance with the expressed wish of the people.

* * *

It is fortunate indeed that we have a Superintendent of Public Instruction who is not moved by impulse, prejudice or political influence. If we had it would be but reasonable to expect that the entire influence of his office would be used with bitterness against the forces that have used every opportunity to secure legislation for his elimination. Superintendent Hyatt, however, represents the whole State and in the legislation that is to be enacted everyone will find him honest, square and fair, with consideration for all interests, from the little rural school in the mountains to the big university at Berkeley.

* * *

About the last official act of the State Board of Education on the eve of the tremendous vote for its elimination and retirement was a vote of record against the Shanahan Amendment. Dr. Burk and Allison Ware really put President Wheeler, Alex Lange, Morris Dailey and Millspaugh over a barrel. It was really cruel to make them go on record against the Shanahan Amendment. However, sometimes political cruelty turns out for the best and if it is true that our civic life demands frankness and honesty in the expression of public measures then it is only right that men in the highest educational positions should go on record upon educational problems.

* * *

Dr. A. E. Winship is addressing a new lecture entitled, "Is the Public School a Failure?" Dr. Winship announces that he makes an exposure, forceful and entertaining, in reference to the monstrosity and momentous misstatements in a widely read August periodical. The brilliant optimist of the New England Educational Journal will undoubtedly make an eloquent defense of the public schools. However, we doubt if his attack on Dr. Burk's articles will do as much good in eliminating the bad features of the public school system as the articles have and will do.

* * *

No man or woman in favor of social justice can consistently favor a pension of $1200 per year for higher ups and only $500 per year for grade teachers. Upon what meat does higher salaried man feed that in retirement he should need more than double the retirement fund of the grade teacher who does the real hard work of the schools? The taxpayers and legislators will not stand for a pension bill proposed by high school and grammar grade principals that provides a graded retirement rate. The answer is that Germany has a graded pension rate. This is true, but Germany is not a democracy and its government is not based on social justice. Again they say that we have a graded rate in the army. This is also true. The army, however, is a heritage for conditions that have been a protest and crime against Christian civilization. The army is wrong from an ethical standpoint and the awakened conscience of the American people will not allow the class distinction of the army to be forced on our public school system.

* * *

Phillip Van Ness Myers, the historian, has recently visited California, and he brought with him the message of Peace. The message was not based upon material interests, economic conditions, or even the cruelties of war. It was based upon an awakened conscience, upon the ethics of right and wrong. He spoke at Stanford University, Mills College, San Jose State Normal, Los Angeles State Normal, Oakland, Berkeley, and San Francisco. The charm of Dr. Myers' delightful personality enhanced the value of his lectures, and great good was accomplished by the ethical quality of his arguments for intra and international Peace.

* * *

Dr. E. C. Moore wrote a report on the New York School System of 85,000 words. The report was rejected, and placed on file. The Board of Inquiry objected to a number of the general statements and statistics in the report. We are sufficiently human to appreciate the fact that there are other school systems than San Francisco that are subject to severe criticism. Here is a typical statement of Dr. Moore on the New York System:

A no-man power is directing the schools and is preventing the proper conduct of the educational activities of the city; the Board of Education has not played a strong part in educational legislation affecting its own work; the Board ties the hands of its administrative staff so that it cannot discharge its functions; the school system of New York is an inbreeding system; it keeps out the best teachers from other places; the many headed system is thoroughly incompetent to administer the schools. **The Board has not upheld the educational law; the present method of administering the schools can hardly be improved upon for the means of defeating the purpose for which the schools exist.**

* * *

Fred T. Moore has resigned from the agency force of the American Book Co. It is stated that Mr. Moore will devote himself to the development of the resources of the Sacramento Valley. Mr. Moore has been prominent both in book work and educational affairs. No banquet or social gathering among school-masters was complete unless there were two or three songs rendered in the inimitable manner and beautiful voice of Fred Moore. He suspended the laws of social justice in attempting to secure the subsidy for the Sierra Educational News. Otherwise his educational and business career from the mental angle of accomplishment has been far above the average. He will undoubtedly make a great success in his new enterprise.

* * *

It is believed by many that the adoption of the Shanahan Amendment renders void the present contracts between the State Board of Education and the book publishers. The clause in the contract which provides payment for books sold will not apply when books are not sold but furnished free.

* * *

Supt. J. H. Francis has arranged to have classes in the big stores in Los Angeles to teach salesmanship.

A TRIBUTE TO MISS EDNAH RICH

Miss Ednah Rich, president of the State Teachers' Training College of Manual Arts and Home Economics at Santa Barbara, and one of the foremost women in educational work in America, will leave soon for Denver and the East to deliver a series of addresses on home economics and industrial education.

Rapid strides are being made in the construction of the training school at Santa Barbara, where Miss Rich has induced the State to build and equip the most thoroughly modern institution of its kind in the country. The legislature established the school in 1909, and at the last session appropriated $115,000 additional for new buildings. They are to be of the Spanish-Mexican type of architecture, and the engineering department has permitted Miss

Rich to embody her own ideas in the plans to a great extent.

On her eastern trip Miss Rich will address the Colorado State Teachers' Association in Denver and then will proceed to New York, where she has been invited to address several organizations of club women and the Society for the Promotion of Industrial Education. She recently spoke to a gathering of educators in San Jose on kindergarten and social settlement work.

Miss Rich holds many high positions in the educational world, including memberships in the council of the National Board of Education, executive committee of the National Home Economics association, home economics department of the National Federation of Women's Clubs, international committee for the art and industrial exposition, Dresden, and executive committee of the California State Teachers' Association.

She is also chairman of the home economics department of the California Federation of Women's Clubs and holds the position of supervisor of manual training in the Santa Barbara public schools. She received her education at the Sloyd training school in Boston and at various institutions in Sweden, Germany and England.

Miss Rich informed her audience at her recent lecture in San Jose that "the modern approach to economy in the home lies in training for efficiency."—S. F. Call.

Read This

D. R. Augsburg, Chicago

In the Educational, as well as in the Political and Religious fields, there is a great and growing movement to get back to basic elements, to those elements on which the superstructure rests. This is true in number, in language, and is beginning to be true in drawing.

But so many ask, for what purpose is Drawing in the Public Schools? This question and those which naturally flow from it I have endeavored to answer briefly in this article.

What is Drawing? It is the common medium or language of Form, including color. As our language is the medium of Communication, as number is the medium of Measurement, so drawing is the medium of Form. It is the Language of Form, through which its appearance is recorded, its shape shown, and the relation of its parts given.

What is Form? It is that element all about us which we see with our eyes and handle with our hands.

In the ground are the mineral forms, and out of the ground grow the vegetable forms, and these in turn support the animal forms, and all combined give us food, clothing and shelter forms. From these animal vegetable and mineral forms are constructed buildings, bridges, ships and railroads with all their wonderful equipment and furnishings.

The handling, changing and modifying of form, gives rise to the varied industries of the world. All the myriads of busy hands are working to procure, transport, and manufacture form, into shapes suitable for the wants of mankind.

For what purpose is Drawing in the Public Schools? Its chief purpose is to Teach Form. To make the pupil so clearly acquainted with form, and so skillful in using it, that it will aid him wonderfully in all other studies, and in the vocation that he may follow. There are many subordinate uses.

Has Drawing Basic Elements? Yes. The basic elements of Drawing are Position, Direction, Shape, and proportion. These stand in about the same relation to Drawing, that addition, subtraction, multiplication and division do to number. It is like this: In Arithmetic we speak of the addition of number, the subtraction of number, the multiplication of number and the division of number. In very much the same way in Drawing we can speak of

The Position of Form.
The Direction of Form.
The Shape of Form and
The Proportion of Form.

Can these Basic Elements be learned by Pupils and Taught by the average Teacher? Yes, and the teaching and the learning will strengthen and make easier every other study the teacher may teach and the pupil learn. These basic elements are so broad and so common that they are a part of every study, art, craft and profession the pupil will study and use. What is more a goodly share of these basic elements may and can be taught in the kindergarten and primary grades.

What is the nature of these Basic Elements? In brief they are as follows:

POSITION relates to the place of objects, to their position in the drawing, to the tree at the left of the home, the rock at the right, to the barn farther, and the fence nearer. To the position of the nose, mouth, chin and ear, on the head. To the placing of objects different distances away as in Perspective, and the arranging objects into a pleasing group as in Composition.

SHAPE relates to Form—to the Basic Forms. The basic forms are the Triangles, the Rectangles, the Circles, the Ellipses and the Ovals. These shapes are the basis of all form, they are the Standards of Form, the Type Forms, an the Measures of Form. Their use is (1) to give a basis to all form both natural and industrial. (2) To use as a means of grasping mentally, other and more complicated forms. (3) To use as a basis of design.

PREPARATION relates to size, to the relative size of objects, and parts of objects, to how large and how small an object and a part of an object is as compared with another object or a part of an object.

And lastly we have **DIRECTION** which because it is so little understood and so wildly used I have chosen for illustrations.

Direction is one of the great elements. Its influence is felt in all lines of thought, of action, of experience and of expression. It's a part of every study, every art, every craft, and every profession.

Direction relates to the Vertical, the Horizontal and the Oblique. These are the standards of Direction. In Drawing these directions are indicated by lines, by the Straight and Curved lines, the Parallel lines and the Angular lines.

In Mathematics the Vertical, Horizontal and Oblique Directions are expressed as Height, Length and Diagonal, as Altitude, Base and Hypotenuse, as Degrees of the Quadrant and Points on the Compass, and in many other ways.

Direction is so important in the Mechanical World that special tools and instruments are used to measure it.

In Geography the Vertical element is indicated as implied in such words as Bluff, Cliff, Precipice, Wall and Waterfall, and the Horizontal, in such words as Plain, Flat, Level, Body of Water, Tableland, and Plateau. The Oblique is represented by Slope, Hillside, Steep, Gradual, Incline Rapids and like words.

In Architecture and Building words expressing or implying the Vertical Horizontal and Oblique Directions are very numerous.

Some of the Vertical elements are Column, Pillar, Pilaster, Mullion, Wall, Pier, Post, Tower Spire, and Parapet. While the Horizontal elements are Entabalture, Architrave, Frieze Cornice, Floor, Ceiling, Girder, Beam, Span, Transom. While some of the Oblique elements are Pediment, Roof, Gable, Rafters, Glant, Brace, Console, Corbel, Cantelever, Bracket, Truss Arch and many others.

The Vertical Horizontal and Oblique elements express qualities that are far reaching in their influence.

The Vertical element expresses Strength. Its the vertical elements in a building, the columns, walls, and piers that express strength and in the Horizontal elements that express weakness.

In Action the vertical lines are the Still elements, the horizontal lines are the Repose elements and the oblique lines represent Movement.

Now one more question. **Is it worth while to teach Direction to Children?** Yes, it is. It is well to teach the Basic or Fundamental elements of all Fundamental Studies.

Why? Because these elements are necessary in acquiring knowledge, in other branches. If the child can have the aid of these elements at an early age, he has a great advantage, just as a child who learns to add easily and quickly has an advantage over one who counts on his fingers.

There are very few fundamental elements in the world, but these few should be thoroughly taught. They should be taught so well that they could be used easily, quickly and with a fair degree of accuracy. If this is done the pupil is well educated.

* * *

Patrons like the teacher who praises conditions freely, who seems proud of her work and takes a deep interest in her pupils. It is a mistake to criticize any person to another. It would be well to fix a time to discuss repairs, supplies or any condition which costs money, with board members. There is a tactful way to secure them. It is never best to seem impatient.

Western School Notes

Superintendent Bateman held a principal's meeting in his office on Saturday, November 9th. M. R. Trace was elected president of the Association. The principal topic of discussion was the suppression of rowdyism among boys.

* * *

The trustees of the Chico High School find it necessary to raise $20,000 to put up emergency buildings to accommodate the new pupils of the high school. W. M. Mackay is the principal.

* * *

O. W. Erlewine who has served as City Superintendent of Schools of Sacramento for nineteen years has resigned. Superintendent Erlewine's term will not expire until 1914, but he refuses to serve with a Board of Education that is not in harmony with his administration of the schools.

* * *

The Schoolmasters' Club of Central California met at Fresno November 11th and initiated twelve new members. The dinner was served in the domestic science department of the high school by the high school girls.

* * *

Dr. David Starr Jordan and W. G. Hartranft will speak before the Stockton Teachers' Institute November 25th to 29th.

* * *

The Board of Education of San Bernardino refused to pay part of the expense of the County Institute. Superintendent McPherron compelled the City Board to pay.

* * *

Supt. Hugh J. Baldwin is visiting Northern California in the interests of the public school children. He is interested in having the State Board of Education reorganized so as to be efficient for all the schools of the State, and to have the details of the free text book law worked out so that as far as possible all objectionable features will be eliminated.

* * *

James A. Barr, Secretary of the California Council of Education, has been appointed manager of the Exposition Bureau of Conventions. Mr. Barr is well qualified both by experience and knowledge for the work, and the Directors are to be congratulated on securing his services.

* * *

The Southern California Teachers' Association will meet December 20th to 24th in Los Angeles. Dr. Suzzalo, Luther H. Bailey of Cornell, Professor Perry of Columbia and A. H. Adrian are to be the principal speakers.

therefore the reduction of an author's royalty is a crime against the public school system.

* * *

Superintendent Anderson of San Joaquin County held his trustees' institute Saturday, November 2nd. Job Wood and Supt. Wm. P. Cramsie were the speakers.

* * *

A minimum annual salary of $1000 for school teachers, so that they may live with some of the ordinary comforts and conveniences of life was urged by Miss Lillie Langenour, chairman of the elementary section of the northern district of the California Teachers' Association, in an address made at the meeting of that section in Sacramento recently. Miss Langenour asked that the Teachers' Association go on record for such a law, and her declaration met with tumultuous applause from the hundreds of teachers in the audience.

"They want to put us on the shelf with a pension," continued the chairman. "I say give us a decent salary; we are working for beggars' salary now. I think you teachers ought to get behind a movement for a $1000 annual salary and work for it until you get it. You are entitled to it.

"The average teacher must have a daddy or an uncle to help her out these days. She can't get a husband because she has not got the pretty hat to win him," she said. "When a teacher pays anywhere from $20 to $30 a month for board and lodging there is very little left out of which to buy clothes, pay for her laundry and attend the summer school, as she is expected to do."

Interesting statistics showing that the average monthly salary of twelve months of all rural teachers in eleven superior California counties is but $53.65, that the average monthly salary of all town teachers is $70.65, the average monthly salary of all women teachers was $58.37, and that of all men was $74.45, were prepared and read to the teachers.

* * *

The County Charter of Los Angeles County, adopted November 5, provides for the appointment of the Superintendent of Schools.

* * *

Miss Ednah Rich, President of the Santa Barbara State Normal School of Manual Training and Home Economics, has been on a tour of the northern counties addressing various educational and civic bodies. The institution at Santa Barbara is doing splendid work. The graduates of last year have all secured suitable employment, and the school is crowded to its full capacity.

* * *

The schools in the vicinity of Kentfield have consolidated and elected Wade Thomas as supervising principal.

* * *

Supt. C. C. Hughes of Eureka before resigning to accept a position in Sacramento made a complete report of his work in the northern city to the Board of Education. In the report he touched upon every phase of progressive educationral work. Mr. N. B. Van Matre was selected to succeed Superintendent Hughes at Eureka.

* * *

The sarcastic teacher is not likely to secure the respect of her pupils. The teacher must always be polite, respectful and cheerful. She must say "please," "thank you," and "excuse me." Oftentimes pupils are far more courteous than the teacher. Let sarcasm and ridicule be driven out of the school room.

* * *

Teach the child to feed and water the hungry dog and to find a home for the stray cat, and you will create in him a desire to be kind, merciful and compassionate.—Our Dumb Animals.

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Book Notes

Hygiene for the Worker, by William H. Tolman, has been published by the American Book Company. This book is written from an entirely new viewpoint. The table of contents provides for vocational guidance in applying for a position; choice of occupation; good habits for the worker, holiday and outings, occupational dangers. It has only one chapter on food and drinks, and first aid to the injured and other topics usually found in Hygiene have been entirely eliminated.

* * *

The Art of Education, by Ira Wood Howerth, Professor of Education in the University of California. Published by the Macmillan Company. Price, $1.00. Professor Howerth has written a very interesting book from the viewpoint of Colonel Parker, who insists that education is the highest art in the world. He has written clearly and definitely under such heads as The Place of Education Among the Arts, The Essential Nature of Education, The Dynamic Elements in Education, Ideals as a Factor in Education, The Finished Product, and The Artist Teacher.

* * *

A History of the United States for Grammar School, by Reuben Gold Thwaites and Calvin Noyes. Published by Houghton, Mifflin Co. Price, $1.00. The authors of this book claim to have subordinated unimportant events and facts in American history to the essentials. This has made it possible for the authors to throw into relief the really great scenes and periods in the story of our country's evolution; for example, the explorations of Columbus, the Revolution, the Westward movement of our population, the division and rehabilitation of the Union and the latter day industrial development of the nation.

* * *

A Political Primer for the new voter, by Bessie Beatty with an introduction by William Kent, has been published by the Whitaker & Ray-Wiggin Co. of San Francisco. Of all the books that have been published upon the subject, Bessie Beatty has succeeded in writing the best one of its class. She has arranged the contents under three heads. Part one, Citizenship; part two, Progressive Legislation; part three, Government. Each part is treated in a definite way that the reader is able to get positive and valuable information. It is a book that certainly should be on every teachers' desk and it will enable the teacher to answer all questions in reference to our Government intelligently.

* * *

Descriptive Astronomy, an elementary exposition of the facts, principles and theories of astonomical science, by Forest Ray Moulton. Published by the American School of Correspondence, Chicago. Astronomy has the glory of being the oldest science, and this volume presents the latest phases of celestial and terrestrial phenomena. Professor Moulton has in 251 pages covered the ground very thoroughly. His book, Descriptive Astronomy, is a standard work of its kind.

* * *

Correct Business and Legal Forms, a reference manual for Stenographers, Secretaries and Reporters, by Eleanora Banks. Published by G. P. Putnam's Sons, New York. Price, $1.25. This is a practical book upon very practical subjects and it gives in detail the correct business and legal forms of all kinds. It is certainly a book that should be in the hands of every young man and young woman interested in doing things in the most approved style. The chapter on Court Documents is of special interest.

The Two-Storied Page of Webster's New International Dictionary, G. and C. Merriam Co., Springfield, Mass., publishers. The treatment of so great a bulk of material by the usual dictionary method would have made it almost inaccessible. By a stroke of genius the editors decided on a two-storied page, relegating to the lower part obsolete words (gubbertushed, nawyse), those defined only by cross reference (Lacy's knot), uncommon dialectic words (unco), rare scientific terms (lacturamic), abbreviations (U. S. A.), and all except the most common Scriptural names, names of fictitious persons, and foreign phrases. This leaves to the upper part of the page all that a person ordinarily will wish to know; everything else is in the bottom section. There is no mass of confusing appendixes to waste time over.

* * *

A Quarter Century of Public School Development, by William H. Maxwell, Superintendent of Schools of the City of New York, with an introduction by Nicholas Murray Butler. Cloth, 12mo, 429 pages. Price, $1.25. American Book Company, New York, publishers. This volume, which has been prepared by the committee in charge of the celebration of Dr. Maxwell's twenty-fifth anniversary as Superintendent of Schools of Brooklyn and New York, consists of articles and addresses on educational subjects which he has prepared or delivered during his term of service, and of selections from his annual reports covering a period of twenty-five years. Here in short compass are gathered the results of twenty-five years of experience in the administration of the greatest educational system in the world. The reader has unfolded before him the pages of progress in the accomplishment of ideals. He discovers how step by step all the elements of our educational system beyond the three R's have been fought for year by year and eventually adopted. In reading it he is surprised at the length of time it has taken to get into the schools subjects which we now regard as so essential to a school system that any attempt to take them out would meet with violent opposition from the general public.

Helping School Children, by Elsa Denison or the New York Bureau of Municipal Research. Harper & Brothers, publishers. Price, $1.40. Helping School Children is unique in several respects; it gives hitherto unsought information concerning all parts of the country and all kinds of contract with schools: to its preparation have contributed 350 city and state superintendents of instruction and 650 business men, club women, physicians, dentists, ministers, and editors. Its message and its facts are needed wherever there are a public school or a civic organization. All social workers, school superintendents, lawyers, ministers, editors, and public-spirited women need and will welcome this record of practical interest shown by individuals and organized outsiders in their local public schools.

* * *

Story Telling in School and Home, by Emelyn Newcomb Partridge and George Everett Partridge, Ph. D. Sturgis & Walton Company, publishers. Price, $1.25. Calls for help in this field are constant. In response comes this practical book, simple and direct in manner, informed with a spirit of broad culture and fine taste, and rooted in the experiences of experts and veterans in the story-telling field.

* * *

A most vigorous and wholesome book is Charles Evans's Growing a Life, just published by Rand McNally & Company. It is a book for the reading circle and the teacher's library, a book of stimulating thonght and strong faith, rather than a pedagogical treatise. In it will be found none of the cant of method, but an appeal for the individuality of the child. In a day of many methods, it points back to their true purpose, and finds in the full development of the child's personality the essential guide and final test of the teacher. The book is vibrant with enthusiasm for the profession of teaching. It is based on the convictions of a man who has taught all his life and preserved his first devotion to his profession. Its optimism is irresistible, and it portrays firm faith in the innate goodness of the child. "Growing a Life" will prove a splendid tonic for the weary heart or sagging backbone, and a fine encouragement to every teacher.

* * *

Do your pupils fail to prepare the lessons assigned? The cause of such failure may be traced to one of four reasons: (1) the lessons are too long; (2) the assignment is not clear or insufficient; (3) pupils do not study; (4) pupils are not prepared for the grade. None of these four reasons is the fault of the pupils, but is the result of the school organization. Many teachers persist in assigning lessons which are practically impossible. Better assign four or five problems and secure a perfect lesson than to assign ten and have pupils fail daily. Suppose we assign one problem and ask several good board questions which thoroughly test the pupil's knowledge of all the conditions of the problem. Assign one paragraph for oral reading, but demand a thorough mastery of meaning, words, pictures, pronunciation, oral expression, etc. Many lessons are too long.

* * *

A traveling school of domestic science has been instituted in the department of Yonne, France. The school will make a stay of three months in any commune where an attendance of fifteen is guaranteed. Similar itinerant schools for domestic science exist in Ireland.

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Public Education in California. By John Swett. American Book Co. Price, $1.00.

This is an intensely interesting human document. In these 324 pages this noble educator and veteran of more than fourscore years lays bare his life and modestly but clearly and succinctly shows what a brave, tireless, conscientious worker can do to help his fellowmen. Born in Pittsfield, N. H., July 31, 1830, of good Puritan stock, he studied diligently and became a leader among his schoolmates, and taught a district school when a little past seventeen. This was the beginning of a long and distinguished career in the teaching profession. Going to California in 1852, after some ups and downs, he began teaching in San Francisco and climbed steadily up till he became City Superintendent, State Superintendent and the foremost school authority in California. It was no child's play to establish the public school system of that new State. But here John Swett toiled heroically and made a record which is his enduring monument. He was a man of the Nehemiah type. This book is almost as interesting as fiction, but being a record of actual experience is far more valuable to every reader.—From Education, Boston.

* * *

HELPS AND HINTS

It is a good plan to train pupils to enjoy books of travel, biography and those founded on or dealing with history. Frequently the pupils read nothing but fiction, year after year, and are permitted to neglect some delightful books which deal with real places or persons.

Let one pupil or a committee prepare a report on some important place or noted person, using for reference a well written book and the result will be most gratifying and profitable. Pupils enjoy Carpenter's Geographical Readers and will read them without much urging. Such reading forms the basis for written language.

* * *

Let the letters written by pupils be less general but rather deal with some personal incident, familiar plan, or trip, quite fully. The point is to make the letter interesting. No letter is interesting unless it presents the details, and told in a clear and concise manner. Pupils should write to relatives, or to pupils in the same grade in other schools.

* * *

The old-fashioned topics of order and discipline have practically disappeared from institute programs. Perhaps instructors take it for granted that teachers are no longer desirous for suggestions which deal with such practical questions, yet it is often true that a large number of failures come from the neglect to maintain good order, which is the old-fashioned name for a well-organized school—a school where every pupil works quietly without disturbing the school or the teacher. Every teacher who desires to succeed must establish order, quiet, industry and punctuality during the first month of school or her year's work is likely to prove a partial or total failure. She must have high standards and must contrive to secure the co-operation of her pupils in maintaining these, or there will be great waste in results.

* * *

It is useless to reprimand pupils publicly. When matters reach the stage which requires constant scolding, the teacher's power to govern is gone. It is always best to prevent disorder by watchfulness, by planning to keep pupils busy, by requiring good work and, by sympathetic talks to the pupils in public, or when necessary by "talking it all over" with the disturbers in private.

* * *

The advantages of riches remains with him who procured them, not with the heir. —Ralph Waldo Emerson.

* * *

Do thoroughly whatever work God may give you to do, and cultivate all your talents besides.—Archibald A. Hodge.

* * *

Success comes only to those who lead the life of endeavor.—Theodore Roosevelt.

* * *

It is Maeterlinck who says, "Be good at the depths of you, and you will discover that those who surround you will be good even to the same depths. Nothing responds more infallibly to the secret cry of goodness than the secret cry of goodness that is near. While you are actively good in the invisible, all those who approach you will unconsciously do things that they could not do by the side of any other man. Therein lies a force that has no name; a spiritual rivalry that knows no resistance."

* * *

The sunshine of life is made up of very little beams that are bright all the time. To give up something, when giving up will prevent unhappiness; to yield, when persisting will chafe and fret others; to go a little around rather than come against another; to take an ill look or a cross word quietly rather than resent or return it—these are the ways in which clouds and storms are kept off, and a pleasant and steady sunshine secured. I once remember to have heard a woman say, when I was passing down a lane—a child stood crying at the door, and I heard her calling out: "Ah! you are crying for nothing; I will give you something to cry for." It is often so with God's children. They get crying for nothing. They have a miserable disposition, or a turn of mind always making miseries for themselves; and thus they have something to cry for. Their peace is disturbed, some sad trouble comes, God hides his face, and then they lose their peace. But keep on singing, even when the sun does not keep on shining; keep a song for all weathers; get a joy that will stand clouds and storms; and then, when you know how always to rejoice, you shall have this peace.—Spurgeon.

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* * *

Both the Pennsylvania and the Reading Railroads have anti-drinking rules. They are identical in language. The Pennsylvania's rule is known as "Rule G" and is as follows: "The use of intoxicating liquors while on duty is prohibited. The habitual use of such liquors or the frequenting of places in which they are sold is sufficient cause for dismissal." Unofficially, railroad officials say that the whole tendency of discipline is to discourage drinking and that little difficulty is being experienced in enforcing the rule, the necessity for discharging employees for drinking while on duty being of infrequent occurrence.

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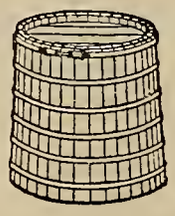

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THE

WESTERN JOURNAL OF EDUCATION

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Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

The California Teachers' Association, F. K. Barthel, San Francisco, President; A. J. Cloud, San Francisco, Cal., Secretary, Dec. 30-Jan. 3.

Central California Teachers' Association, Mrs. N. E. Davidson, Hanford, President; Margaret Hanson, Secretary, Visalia.

Northern California Teachers' Association, Allison Ware, President, Chico, Cal.; Paul G. Ward, Secretary, Redding. Meeting, Oroville.

Southern California Teachers' Association, J. A. Cranston, President, Santa Ana; Mark Keppel, Secretary, Los Angeles. Meeting, December 21, 22, 23 and 24, Los Angeles.

California Council of Education, Mark Keppel, Los Angeles, Cal., President; James A. Barr, San Francisco, Cal., Secretary.

Dash Through Colusa

In the ides of November came a fine trip to Colusa county. Colusa is a rich river county on what is known as the "Westside"—that is, the westside of the Sacramento river, reaching over to the Coast ranges of Lake and Mendocino counties. It is a county of dikes and levees, of alfalfa, of wild geese, of wide level plains where the wind blows and the sun shines. I reached it by rail, crossing the river at Sacramento, going out to Davis and then turning north through Yolo.

* * *

The County Seat

At Colusa, the county seat, we were welcomed with hospitable hands by Mrs. F. M. Rhodes, the Superintendent. She is one of the long-time teachers of the county, and knows everybody and everything. She is preparing for a general exhibit of manual work by the children of the county in connection with her next trustees' institute. She steered us over to the Colusa High School first thing, where we had a good time making the acquaintance of a splendid, wholesome, energetic lot of young people, working under the direction of Professor Searey, their principal.

* * *

Farthest North

Next day we were met by Mr. Gordon, a big rancher, who is rich enough to drive a seven-passenger Rambler automobile. He carried us to the extreme north of the county to Princeton, where there was a new high school to be dedicated. The first hard work to do was to take dinner at the ranch house of Mr. Yerxa, one of the trustees of the school. This was one of the most beautiful places in California, the historic seat of one of the old Spanish grants. The houses and barns and orchards and groves stood near the bank of the river. One of the early houses was brought around Cape Horn in the early days, all framed and ready to set up—and fasten together with wooden pins instead of nails. It was brought from salt water up to this remote inland spot by river boat and built upon the distant river bank.

> A NEW CREED FOR 1913
>
> 1. We believe in war: a fight to the finish against envy, selfishness, anger, bigotry and jealousy.
>
> * * *
>
> 2. We believe in war: a fight to the finish against over-eating, over-drinking, over-smoking, or over-working any of the physical senses.
>
> * * *
>
> 3. We believe in war: a fight to the finish against institutional graft, against government graft, against private graft and last but not least against the surgeon and hospital graft.
>
> * * *
>
> 4. We believe in war: a fight to the finish against the mentally, morally and physically diseased breeding a human herd to be educated, governed and perhaps confined in prisons, asylums and hospitals.
>
> * * *
>
> 5. We believe in war: a fight to the finish against standing armies and battleships.
>
> * * *
>
> 6. We believe in war: a fight to the finish against competition for artificial rewards in public schools, against competition in trade, and against competition in anything except for service to mankind.
>
> * * *
>
> 7. We believe in war: a fight to the finish for international peace and an awakened public conscience on all questions that emancipate humanity from its social and political ills.

Summit of Earthly Grandeur

The old brick mansion was an artistic dream. Trees and vines and shrubs enveloped it, half hiding, half displaying its charms. Wide verandas surrounded it. Great windows and doors were hospitably open. Fireplaces with glowing logs cheered the interiors. It was big enough to house a hundred people.

The dinner was worthy its setting, with a noble turkey, raised on the ranch, for a brown and toothsome center piece. It was served by a dainty Japanese butterfly named Sigi.

After dinner another auto was waiting to take us to the school house. It was a new Marion car this time, driven by kindly Neighbor Thompson, anxious to help things along. And when we swept up to the place of festivity a crowd was assembled in waiting, with the town band in readiness; and, as the party disembarked, the blare of lively music filled the air. Mark that. The band turned out! Welcomed by the band! Wasn't that the summit of earthly grandeur?

* * *

Princeton High School

Indeed it was a beautiful structure, this Princeton school, and its people may well take pride in it. Built of concrete, it is in the Mission style, one-story high, extending around three sides of an open court and costing $30,000. The willingness of our people everywhere to tax themselves, to disregard expense, in providing the best they can for their children's education, is something wonderful. It puts a vast responsibility upon us school people. The people trust us to show them how to do it and pour out their money with a confidence and faith that are very affecting. I wonder if we can rise to the occasion and give them value for their money?

* * *

The Ceremonies

Professor R. N. Glidden, the good and kindly principal of the school, was master of ceremonies. He had an orchestra, selected from the band, to discourse abundant music. He had not only the one County School Superintendent that all high schools are entitled to, but two. For, Princeton is a joint district, between Glenn and Colusa counties, and both Mr. Chaney and Mrs. Rhodes were on the ground and each had a helpful and encouraging address for the people. Trustee Flanagan was everywhere at once in helping the whole function along, cheerful and handy and with a pleasant bit of blarney for everyone who came. Trustee Yerxa made a little talk. The auditorium was crowded to the doors with an earnest, attentive throng of people, devoted to their children and to the school. It was truly an inspiring occasion and good for the eyes. It attracted not only the near-by people but those from a distance. Trustees Fouch and Schad of the Williams High School were in attendance, looking for some new ideas to use in their own bailiwick.

* * *

The Plains by Night

By this time the shades of night were beginning to approach; but we had another long journey to make. Mr. Sauber, one of the teachers of the Pierce High School, in the opposite corner of the county, was in readiness with a powerful Pope-Hartford machine to carry us swiftly thirty or forty miles across country by night before supper time should come. The machine was driven

by Russell Meckfessel, a high school boy who loved to open the throttle and split a long crack through the atmosphere. Ghostly jack rabbits danced ahead of us all the way as we flew over the level reaches of Colusa, the chill wind roaring in our ears and the calm stars looking down upon the disturbance unmoved.

* * *

Another Joint Union High School

Arrived at College City, we were ushered into the hospitable home of Professor Ratzell, the principal of the high school. This is also a joint district, between Colusa and Yolo counties. It was a great pleasure to meet and size up the wholesome, vigorous and enterprising young people of the school during the evening, and to enjoy the society of their teachers.

In Northern California there were about a dozen small colleges in the older days, sectarian in nature. They have all been put out of business by the coming up of the public high schools. The high school of today is the college of yesterday.

College City, was the seat of one of these colleges, whence its name. The Pierce school occupies the old college buildings, which are well-kept and prosperous to the eye.

* * *

Back Home Again

Next morning early came Neighbor Cain, in a nice Studebaker car, to whirl us through the frosty, nipping air to catch the morning train at Arbuckle, for College City has the good fortune to be off the line of regular travel. We bade good friends adieu, embarked on the puffing train and sped southward, homeward bound. Down through Yolo, through beautiful Woodland, through Davis, across the Yolo basin, over the Yolo bridge and into the city of Sacramento we rolled.

The dash through Colusa was done.

* * *

Automobiles in Education

How fast the times change! These little talks have not been going on so very long; yet one of them, only four or five years ago, spoke timidly and doubtfully of the first Superintendent—Phillips of Los Angeles, wasnt it?—to use an automobile in his work. It seemed then a risky experiment, to be approached with fear and trembling.

But now, everybody's using them. They annihilate time and distance. They enable an active Superintendent to multiply himself twice or thrice. A county can very well afford to encourage its Superintendent to use a machine and make it easy for him to do so; because it thereby gets the services of two Superintendents for the salary of one.

* * *

The Blue Bulletin

The Blue Bulletin is sent out once a quarter from the State office to the school people via the County Superintendents. It contains rulings, opinions, and other official information or counsel; and includes blank pages for the County Superintendent to use in giving messages to his own particular people. It is an experiment in improving the communications between the school officers and the troops on the firing line. The experiment is small and crude as yet, but it may grow into something of worth and value to the State.

Legally it has no particular footing. It is printed at a cost of about $50 per issue, up to date, from our office printing fund, by means of economies in other directions. The expense for printing, therefore, has been about $200 per year.

This prosy statement is made for the reason that some wild-eyed talk has been given to the wild-eyed press saying that the little bulletin costs $5,000 a year.

If any one wants samples of the Bulletin, they can be had by sending a postal card request.

* * *

MAKING LAWS

By Job Wood Jr.

Mr. Harr Wagner,
Editor Western Journal of Eductaion,
San Francisco, Cal.

Dear Sir: Your letter of the 15th inst. enclosing a letter from Mrs. S. M. Benedict, teacher in El Dorado county, asking for an article on the making of laws is at hand. It seems to me that this is a matter of very great importance to many of the readers of the Journal. On thinking the question over I have decided that about the best way I could present this matter to your readers is to take a sample bill and show the changes that it underwent in passing from its introduction to its final approval by the Governor. I know of no bill that underwent as many changes as the Wyllie Act, providing for local option. The regular plan of this bill would have been:

(1) Introduction, read first time; (2) to printer; (3) from printer; (4) to committee; (5) from committee with recommendations; (6) read second time; (7) to engrossment; (8) reported correctly engrossed! (9) read third time, passed title approved; (10) to Senate.

In Senate. (11) read first time; (12) to committee; (13) from committee with recommendations; (14) read second time; (15) read third time, passed, title approved. To Assembly; (16) to enrollment; (17) reported correctly enrolled; (18) to the Governor. Approved by the Governor.

It will be understood that this bill might have originated in either House and that many changes might have been made on it in its passage from one House to the other.

Following is a copy of the history of what is called the Wyllie Local Option Law:

37—Wyllie, Jan. 6. To Com. on Pub. M.

An act authorizing the filing of petitions for elections to vote upon the question whether the sale of alcoholic liquors shall be licensed within the territory described in such petitions; providing for the calling and holding of such elections; making it the duty of the proper governing body to declare such territory to be no-license territory, unless a majority of votes is cast in favor of license; providing that no licenses, permits or other authority to sell or distribute alcoholic liquors in no-license territory shall be granted; forfeiting and declaring void all such licenses or permits theretofore issued and in force; making it a penal offense to sell, give away, or distribute alcoholic liquors within such territory, with certain exceptions, and providing penalties for such offenses.

Jan. 6—Read first time. To printer. Jan. 9—From printer.

Jan. 12—To committee. Jan. 27—Reported back; majority recommend do pass; minority, do not pass. Read second time, amendments adopted. To printer, and engrossment. Jan. 30—From printer.

Jan. 31—Reported correctly engrossed. Read third time. Select committee of one appointed to amend. Amendment adopted. To printer. Rush order. Special order for Thursday, February 2d, 2 p. m.

Feb. 1—From printer. Feb. 2—Reported back correctly re-engrossed, passed, title approved. To Senate. Reconsideration asked on next legislative day.

Feb. 6—In Senate: Read first time and referred to Com. on Pub. M.

Feb. 7—To committee. Feb. 10—From committee, with recommendation to pass as amended. Feb. 11—Read second time, amended, to printer, and third reading. Feb. 13—From printer.

Feb. 14—Made special order for Monday after reading of Journal.

Feb. 20—Read third time and amended. To printer and re-engrossment.

Feb. 21—From printer. Feb. 23—Amended. To print, rush order.

Feb. 24—From printer. Feb. 27—Passed, title approved. To Assembly.

Feb. 28—In Assembly: Made special order for Friday, March 3, 11:30 a. m.

Mar. 3—Senate amendments, part concurred in, and part not concurred in. Ordered to Senate, with request to recede from amendments not concurred in.

Mar. 6—In Senate: Question of receding from Senate amendments made special order for March 7, after reading of the Journal.

Mar. 7—Senate refuses to recede from first group of amendments. Senate recedes from second group of amendments. Senate refuses to recede from third group of amendments. Ordered that committee on conference be appointed to consist of three members, Senators Estudillo, Stetson and Thompson, and the Assembly requested to appoint a similar committee. To Assembly.

Chain Stories and Playlets

A series of primary grades readers in which the chain story is used as a basis. The series consists of the following books:

I. THE CAT THAT WAS LONESOME.
II. THE WOMAN AND HER PIG.
III. THE MOUSE THAT LOST HER TAIL.

The chain story is particularly valuable for primary reading because:

1. The content is classic; and, as the word has been defined, a classic is "something that has amused and pleased a great number of people," and may be trusted to win the interest and attention of new generations of readers.

2. The element of drill which is so necessary in any successful primer is secured to an unusual degree through the chain story.

3. When used as the basis for dramatizing, it gives opportunity for a number of children to reproduce what they have read, offering easy parts within the ability of primary pupils.

CHAIN STORIES AND PLAYLETS are issued in single volumes. The list price is 15 cents; the mailing price is 18 cents.

WORLD BOOK COMPANY
Yonkers-on-Hudson, New York
NEW YORK CHICAGO ATLANTA

Mar. 8—In Assembly: Committee of three appointed, consisting of Assemblymen Wyllie, Schmitt and Slater, as a committee on conference. Committee report that they are unable to agree and recommend that a committee on free conference be appointed. Speaker appointed Assemblymen Randall, Cronin and Rosendale as a free conference committee.

Mar. 9—In Senate: Conference committee unable to agree. Free conference committee appointed, consisting of Senators Estudillo, Stetson and Thompson.

Mar. 14—In Assembly: Report of free conference committee, and amendments, read, and consideration made special order at 3:30 p. m., March 15.

Mar. 15—Report of committee adopted. In Senate: Free conference committee report made special order for March 16, after reading of the Journal, and to be printed in the Journal.

Mar. 16—Report of committee adopted. To Assembly. Mar. 20—From printer.

Mar. 20—To enrollment.

Mar. 24—Reported correctly enrolled. To Governor at 3 p. m.

Apr. 4—Approved by Governor.

The Legislature meets the first Monday after the first day of January, continues in session one month to introduce bills and then an adjournment must be taken for at least thirty days. The Legislature then meets to pass the bills. The session may continue as long as need be. After the adjournment the Governor has thirty days in which to approve or reject a measure. The people have ninety days after the adjournment of the Legislature in which to get out a petition referring any law that has been passed by the Legislature to the people. Such law is held in abeyance till the vote is taken.

In order to keep track of all the work done in the session, three daily records are kept and printed. First, the Journal. This is a minute book of the days preceding and is kept and printed each night, in both Houses. Second, the File. This is the daily program. Both Houses keep this file and have it printed each night. This is often changed, as any program of any gathering may be. But in general it is supposed to be carried out. Third, the History. This is a carefully written statement of the status of each bill introduced in each House. The above statement of Assembly Bill No. 37 by Wyllie is taken from the Daily History of the Assembly. This will give a good idea of what happens to each bill.

In the last meeting of the Legislature, regular session, there were introduced into the Senate by its members 1289 regular bills, 54 Senate Constitutional Amendments, 21 Senate Concurrent Resolutions and 28 Senate Joint Resolutions.

In the Assembly there were 1587 regular bills introduced by the members. 51 Assembly Constitutional Amendments, 29 Assembly Consurrent Resolutions and 19 Assembly Joint Resolutions.

The Final Calendar of Legislative Business and History of Bills contains 736 pages. This book from a few pages grew to its final great bulk by degrees but was published each night ready for use the next day. In its present form it has the Senate History and the Assembly History in one. It was published day by day under the heading of Assembly History of Bills and Senate History of Bills, two books for the use of each House.

Those who would watch the work of the Legislature should see a copy of these books.

Of course many of the bills introduced never make any headway. In fact, their authors often do not expect them to make headway. They are introduced to hold place on calendar or for other purposes best known to the member who introduces the bill. The law-making would be much simplified if the Constitution was amended as to limit the introduction of more than a certain number of bills by a member. Say five or seven bills. This would be 400 at five for each member in the Assembly or 560 at seven for each member. And in the Senate this would be 200 at the rate of five or 280 at the rate of seven bills for each member. Then the committees could be empowered to introduce a certain number of very important bills. The State could get along very well on the legislation that could be done with 840 bills and the files would not be encumbered with a lot of useless rubbish that the members have to stay up nights to get a notion of what they contain or to know that they should vote against them. One Assemblyman at last regular session introduced 55 bills. Four Senators at the same session introduced 341, each handling about the same number.

* * *

STANISLAUS COUNTY TRUSTEES INSTITUTE

Miss Florence Boggs, County Superintendent of Stanislaus county, called her School Trustees Institute to meet at the Presbyterian church on Saturday, the 16th of November, at 10:30 o'clock to continue through the day. As helpers she had the Reverend H. K. Pitman of the Presbyterian church, Superintendent W. H. Hanlon of Contra Costa county and Job Wood Jr. of Sacramento.

The morning was a very foggy one for a time and some were prevented from coming owing to the danger of collisions of machines. But by the time of meeting there were seventy or eighty trustees present and present to do business. The work continued till nearly one, when the meeting adjourned to meet in the dining hall of the Tynan Hotel, where a most excellent luncheon was served. The discussions continued around the table, led by Mr. Green of the High School, on Industrial Education and Play Grounds. Miss Boggs was toastmaster and right well did she acquit herself. After the luncheon an adjournment was taken to the church again. Here the meeting continued, by request of the trustees present, till about five o'clock.

The church in which the meeting was held is a remarkable instance of up-to-date in church matters. It has a fine church, a Sunday School room with galleries and side rooms, a room for general gatherings of a business nature, a kindergarten room in which a young lady has a kindergarten during the week days, a fine gymnasium with lockers for girls and for boys and a swimming tank heated by special apparatus. Besides it has a large banquet room. In this church something is going on nearly all the time. It takes the place of a Y. M. C. A. and is well patronized by all the people.

The meeting was of much interest to all who attended and the trustees remained as long as possible to ask questions and discuss matters of special interest in their several districts.

SCHOOL TRUSTEES MEETING, SAN JOAQUIN COUNTY

Superintendent John Anderson of San Joaquin county called his School Trustees Institute for the year to meet at Pioneer Hall in the city of Stockton on November 9 at 10 o'clock and to continue throughout the day. There were present about seventy-five trustees from most of the districts in the country and much interest was manifested. Superintendent W. S. Cramsie of Yuba county and Job Wood Jr. of Sacramento were present from the outside to discuss the various phases of educational work and to answer any questions of a legal nature that might arise.

Superintendent Anderson handled the meeting with much credit to himself and presented to the trustees of his county much information of a local nature that would be of service to the schools of the county.

* * *

IN THE JUVENILE COURT

By Dorothea Moore

So very like the flower—the weed—
So very like the flower. Indeed
I'm wondering what God would say
If I should throw the weed away.

This hard defiant pallid girl—
Offensiveness in every curl
Of her rough hair. O my dull eyes,
Can you be reason hers are wise?

And when I bend beside the bed
Where my girl lies so sheltered,
How may I touch that tender face,
Forgetting these—who need such grace?

—From American Magazine.

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CALIFORNIA TEACHERS' ASSOCIATION, BAY SECTION

Annual session in San Francisco, beginning Monday, December 30, 1912, and ending January 3, 1912.

F. K. Barthel, president, San Francisco.
A. J. Cloud, secretary, San Francisco.

Synopsis of Program

Monday, December 30.

8:00 p. m.—Joint Session with San Francisco School Department.

Tuesday, December 31.

9:30 a. m.—High School Department; Federation of School Women's Clubs; Nature Study and Agriculture Section; Commercial Section; Physical Education and Recreation Section.
2:00 p. m.—General Session.
8:30 p. m.—New Year's Reception to Boards of Education.

Wednesday, January 1.

9:30 a. m.—Elementary Department; High School Administration Section; Physics and Chemistry Section; Commercial Section; Romance Language Section.
2:00 p. m.—Excursions to Play Grounds, etc.
6:00 p. m.—Banquets.

Thursday, January 2.

9:30 a. m.—High School Department; Music Section; Geography Section; Agricultural Section; Joint Session of Manual Arts and Drawing Sections; Peace Section; Commercial Section. Balloting for Officers.
2:00 p. m.—General Session.
8:00 p. m.—General Session.

Friday, January 3.

9:30 a. m.—Elementary Department; History Section; English Section; Mathematics Section; Classical Section; Commercial Section; Art and Manual Training Section. Shopping Day.
2:00 p. m.—Business Meeting.

Prominent Speakers

Dr. A. H. Suzzallo, Henry Turner Bailey, C. P. Zaner, Dr. David Starr Jordan, Hon. James Rolph, Hon. J. Stitt Wilson, Superintendents J. W. Francis, J. W. McClymonds, Alfred Roncovieri, J. C. Templeton, J. B. Davidson, E. M. Cox; Dr. A. A. D'Ancona, Ellwood P. Cubberley, C. L. Seegar, R. G. Boone, T. F. Hunt, Jessica Peixotto, I. W. Howerth, W. Scott Thomas, C. E. Rugh, Chas. Derleth Jr., A. H. Chamberlain, Allison Ware, R. R. Long, H. R. Fairclough, Geo. A. Clark, Dr. Chas. V. Cross, C. H. Workman, E. B. Krehbiel, Rev. A. W. Palmer, Rabbi Martin Meyer, Rev. T. B. Moore, D. R. Jones, H. W. Edwards, Oscar Grubbs, Geo. A. Merrill, Harriet G. Eddy, Ida Fisher, Minnie Coulter, May Sellander, Nettie Campbell, B. Dena Lottman, Agnes E. Regan, Maud Stevens and May Minta.

Heads of Departments and Sections

Elizabeth M. Sherman, Lewis B. Avery, Paul L. Evans, Emily M. Dodge, James E. Addicott, Effie B. McFadden, C. T. Wright, May V. Haworth, C. A. Stebbins, Minerva U. Howell, J. E. Rogers, W. S. Price, W. F. Ellis Jr., W. J. Cooper, Wm. H. Williams, E. J. Dupuy, A. H. Abbott.

Special Notes

All meetings will be held in Native Sons' Building, Mason street, near Geary. In this new building every possible arrangement has been made for the convenience and comfort of the members of the Association.

Members will be granted reduced rates of a fare and one-third for the round trip on all railroads, receipt certificate plan.

The various educational publishing companies have arranged complete exhibits of school books and accessories. A full line of commercial office apparatus will be exhibited.

The San Jose State Normal School Alumni Association will entertain on New Year's Day.

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SOME PEDAGOGICAL EPIGRAMS

A pupil cannot "study a page" of geography; he has to pick out of it something he can study.

Do not begin by telling your pupil how much he has to do; convince him he has to do something.

Your Latin lesson is useful in just so far as it leads the scholar to take a vital interest in what Caesar was about—no farther.

Cicero in stirring lines praises poetry and calls the makers of it holy men; and the teacher merely asks: "Why is vidatur in the subjunctive?"

Do not let your pupil sit in the front seat of the educational motor while you act as chauffeur to get him to Parnassus.

Teaching is showing the scholar how to find out for himself the main thing.

Ask the class what seems to them most important in the lesson in history. You will discover a great deal and that will lead to more new land.

Try to remember that word memory is hard—and though memory easy. Let alone the mind lets go a thousand things which ought to be forgotten.

A noun isn't a technical word of four letters: It is the thing about which something is going to happen.

Pedagogically, it not physically, the teacher should "loll in his chair."

—Dorothea Moore.

* * *

JEFFERSON AS A DRAUGHTSMAN

Thomas Jefferson's architectural drawings for the University of Virginia, done in India ink by himself and shaded by his granddaughter, form part of the illustrations in Herbert B. Adams' volume on Jefferson and the history of the university and it is a distinct surprise to find that the United States Bureau of Education lists this publication as among those available for free distribution. Others of the same historical series have long since been exhausted, and it was assumed that none of this edition was left; but the title appears on the 1912 list of available publications, together with some 700 or more titles of books and pamphlets on various educational subjects.

The other publications listed cover a multitude of educational topics, among them the following: agricultural education, Alaska school and reindeer service, American educational history, including histories of the school systems in individual States; education and crime; educational methods; foreign school systems; higher education; industrial and technical education; libraries; teaching of mathematics; rural education; school architecture and sanitation; training of teachers. Many of these publications are of great value to teachers, students of education, librarians, and people having a general interest in education and the improvement of public and private schools.

The bulletin entitled: "List of Publications of the United States Bureau of Education Available for Free Distribution," which contains a detailed statement of all the books and pamplets obtainable, will be sent to any one requesting it.

HEALTH OF THE CHILD IN SCHOOL

Do you eat breakfast every day? Do you drink coffee or tea? Do you have your bedroom window open or shut at night? Do you own a toothbrush?

These and other pertinent questions are to be answered by the children in the public schools of Minnesota. They form part of a "Health Grading Outline" prepared by Dr. Ernest H. Boag, Special Director of School Hygiene for the State, whereby teachers and school nurses may learn in the most direct manner possible the physical condition of the children intrusted to their care. "Rational conservation of the mental and physical health of our school children" is the ultimate ideal of this and other current health projects reported to the United States Bureau of Education.

The appointment of a special State director for school hygiene, and the institution of a searching but non-technical health survey by teachers and school nurses, are important contributions to the school hygiene movement that is now steadily making its way throughout the country.

* * *

Arrangements have been made for a reunion of the alumni of the State Normal School of San Jose, who will convene with the California Teachers' Association. The reunion will take the form of an informal reception. It will be held in the red room of the Hotel St. Francis, San Francisco, on the afternoon of January 1. The alumni are unusually fortunate at this time to have the opportunity to welcome as one of its members Dr. Henry Suzzalo of Columbia University. The reception committee contains the names of many prominent graduates of the bay section. President Roy Bridgman of the Alumni Association is busy arranging for a musical program. The event promises to be a most enjoyable one.

* * *

American teachers if they endeavor to keep abreast of the times, are frequently called upon to familiarize themselves with new methods and systems. With the usual enthusiasm of this country, the educational world oftentimes adopts something new without being sufficiently conservative in regard to its real merits, but there are some features of distinct value in almost every one of the new ideas that have become popular. Just now the Montessori method and the dramatic method of teaching seem to be the two things that are particularly engaging the attention of the school teacher. In both of these there is a great deal which can be applied to everyday school work with profit and success. The educational publishers are not at all slow in recognizing the opportunities presented by the advance movements and usually produce books covering the best features of the recent theories. Ginn and Company are soon to bring out a little book of busy work embodying the Montessori idea, which will be welcomed by many teachers who are constantly searching for some method of keeping pupils profitably engaged while they are at their desks. This is Cobb's "Busy Builders' Book," and the authors have arranged a most interesting variety of seat work, attractively illustrated in colors. Gesell's "Normal Child and Primary Education" gives an illuminating critical discussion of the Montessori method. Lansing's "Quaint Old Stories to Read and Act," Comstock's "Dramatic Version of Greek Myths and Hero Tales" and Finlay-Johnson's "Dramatic Method of Teaching' are new publications of Ginn and Company and will be found valuable by those interested in dramatic reproductions. The same firm will shortly publish Comstock's "Dramatizations from the Works of Charles Dickens."

Dean Eugene Davenport of the College of Agriculture, University of Illinois, recently lectured on "Agriculture as a Career for Boys" at the Illinois State Fair, Springfield. Professor Davenport is greatly interested in factors which deal with the improvement of both the plant and the animal kingdom, and he has written two books upon the subject, namely "Domesticated Animals and Plants" and "The Principles of Breeding," published by Ginn and Company.

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SPECIAL LITERARY NOTE

Messrs. Houghton Mifflin Company announce that Mr. Franklin S. Hoyt has recently been made a director of the company. Mr. Hoyt joined the Educational Department of this publishing house in 1907, as editorial adviser. He brought to this work an understanding of the needs of the schools acquired through a varied and successful experience in teaching and in supervisory work, in all grades from the kindergarten up through the university and in some of the important school systems of the country. Beginning his career as a teacher in secondary schools in New Jersey and Pennsylvania, he became principal of the high school in New Milford, Connecticutt, and afterwards was principal of the Model Schools connected with the Normal School at New Haven, Connecticutt, and supervising principal in the New Haven public schools. His last position in school work was that of assistant superintendent in the Indianapolis public schools where he served for six years.

Since his association with Houghton Mifflin Company the educational list of this house has been greatly extended, especially along the lines of basal textbooks for the grades and the high school, and professional books for the teacher and the student of education. Mr. Hoyt's closer identification with this publishing house is an indication of the increasing importance which it attaches to the building up of its Educational Department. It is one of a very few publishing houses to have in charge of its educational list a trained specialist in education. This guarantees the most careful preparatory work on every new educational publication issued by this house and its close adaptation to the needs and conditions of the class room.

* * *

JANITOR USES SCHOOL GROUND MOSTLY—HYATT

The necessity of playgrounds in the common school education of the child is emphasized in a bulletin just issued by Superintendent of Public Instruction Edward H. Hyatt. Parks for the use of children for play in place of the parks for artistic beauty and flowers for the rich to admire are advocated by Hyatt.

"We drive the little boys and their games of ball away from the vacant lots in order to cover the lots with buildings—and give the boys nothing instead," Hyatt says in the report. "We make grand parks and fill them with flowers and grass and shrubs —not for the poor people and children to use, but for the rich people in good clothes to admire and point to with pride.

"We give our school grounds to the janitor rather than to the children. The youngsters are penalized if they come early or stay late. The school hours are arranged for the convenience of the teachers rather than for the good of the children. The whole school plant is used less than half of the time."

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Adopted during the last two weeks by the Sheffield Scientific School, Yale University, Middletown, Conn., Simmons College, Boston; Trinity College, Hartford, Conn.

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COMPOSITION AND RHETORIC, by E. E. Clippinger, Assistant Professor of English, Indiana State Normal School.

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A NEW DEAL

The Northern Section of the California Teachers and the Southern Section of C. T. A. have gone on record in favor of a more democratic form of government in its affairs. The Bay Section at San Francisco will be asked to adopt some amendments also. The following resolutions were proposed by E. I. Miller of the Chico State Normal School and were adopted by the N. S. C. T. A. October 25 at Sacramento:

I. Resolved: That the Northern Section of the California Teachers' Association hereby suggest and request that the Council submit to the various sections of the Association all subjects of proposed legislation that said sections may have opportunity to consider and pass upon those subjects before they are brought before the Legislature. For this purpose the Council shall, (1) present the principles involved, the reasons for and against, the present situation, and when possible the full text of the proposed law, and send copies to the secretary of the various sections; (2) said Council shall formulate and print these measures in the official journal, The Sierra Educational News (with the statement that they are to come before the sections), at least one month before the meeting of that section which meets earliest in the school year.

II. Resolved: That the members of the Council from the Northern Section are hereby instructed to urge by all necessary honorable means the adoption of this plan by the Council.

III. Resolved: That the rejection of any such proposed measure by any two of the sections shall debar the Council from presenting it as an Association measure.

IV. Resolved: That any vote for or against a measure by the Northern Section shall be considered as an instruction to the representatives of that section.

V. Resolved: That the Northern Section hereby instructs its president and executive committee in making a program for the session at which such questions are to come up, to allow in that program a place for ample discussion and vote on each of such questions as may be submitted. Such discussion and vote must not come on the last day of the session.

* * *

UNITED STATES CIVIL SERVICE EXAMINATION

Chief of Field Service in Rural Education (Male)—January 13, 1913

The United States Civil Service Commission announces an open competitive examination for chief of field service in rural education, for men only. From the register of eligibles resulting from this examination certification will be made to fill a vacancy in this position at $4,000 per annum, in the Bureau of Education, Department of the Interior, for service in the field, and vacancies in positions requiring similar qualifications as they may occur, unless it is found to be in the interest of the service to fill any vacancy by reinstatement, transfer or promotion.

The person appointed from this examination will be employed in supervising the collection of information respecting the condition of rural schools in the United States and in foreign countries, and in the furnishing of information and advice to education officers in the United States for betterment of rural schools.

Competitors will not be required to appear at any place for examination, but will be rated upon the following subjects, which will have the relative weights indicated:

	Subjects	Weights
1	General education and training	15
2	Special training in the theory and practice of education	15
3	Evidence of special knowledge of rural school problems	20
4	Practical experience	40
5	Publications	10
	Total	100

Under Subject 2 applicants should show all the training they have had in the theory and practice of education, whether obtained in institutions or by reading.

Under Subject 3 applicants should give in detail any special study or investigations they have made in rural school problems. Inasmuch as the duties of the position will have to do largely with rural education in the Southern and Western States, special consideration will be given to evidence of familiarity with such conditions in those States.

Under Subject 4 applicants should give in detail all the experience they have had in education whether supervising, superintending or teaching. Applicants showing experience in presenting educational problems to the people at large in public addresses will receive additional credit on Subject 4.

As a prerequisite for consideration for this position applicants must have graduated from a college or university of recognized standing, and have had at least three years' practical experience as superintendent of schools.

Applicants must not have reached their fiftieth birthday on the date of examination.

Statement as to education, training, experience and fitness are accepted subject to verification.

This examination is open to all men who are citizens of or owe allegiance to the United States and who meet the requirements.

Persons who meet the requirements and desire this examination should at once apply for Form 304 and special form to the United States Civil Service Commission, Washington, D. C.; the secretary of the board of examiners, post office, Boston, Mass., Philadelphia, Pa., Atlanta, Ga., Cincinnati, Ohio, Chicago, Ill., St. Paul, Minn., Seattle, Wash., San Francisco, Cal.; customhouse, New York, N. Y., New Orleans, La., Honolulu, Hawaii; old customhouse, St. Louis, Mo.; or to the chairman of the Porto Rican Civil Service Commission, San Juan, P. R. No application will be accepted unless properly executed and filed with the commission at Washington in complete form, with the material required, prior to the hour of closing business on January 13, 1913. In applying for this examination the exact title as given at the head of this announcement should be used.

Issued December 7, 1912.

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" THIRD READER

The authors have no faith in the "painless methods" so earnestly sought after by many teachers. Knowing that the process of education consists in overcoming obstacles, they have not smoothed away all difficulties from the path of the pupil. It is hoped, however, that enough has been done to enable the child to grasp the thought with sufficient ease to lead to that naturalness of expression which is the soul of good reading.

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PHILADELPHIA

WHAT A PITY

A Story from the Superintendent of Public Instruction to the School Children of California.

Boys and girls, I think you all know that it is my business to travel. The law requires me to visit the schools of California as much as possible, and since your schools are scattered everywhere, it comes about that I travel perhaps more widely and into more remote and inaccesible places than anyone else in the State. Wherever there is a group of people, in mountain or canyon or desert or plain, high or low, far or near, there is likely to be a school. In visiting these schools, I have chances to see many strange and unusual things which would make good stories if I had the wit to write them and you had the time to read them.

For instance, I made a long journey into the California mountains a few weeks ago, that you would have liked to share with me. I drove a team of horses more than two hundred miles through the forests; and there were many things in the going and coming that you would have enjoyed. Sometimes the people would have venison to eat, where I stayed all night, and once in a while, bear meat; once I was belated, and was cautiously driving along the rough and gloomy road, afraid of the dark, fearing that a stopping place would never come, when suddenly a blazing light appeared ahead. It was a great camp fire, with the leaping flames lighting up the big pine trees and making the deep shadows of the darksome forest more black by contrast. Driving up to the circle of light, I found only two young girls and their mother, all by themselves—not camping out for fun, but earning their living. They had a large herd of goats close by. By day, the girls watched them browsing upon the brushy hills round about and at night they put them safely in a corral near the camp fire. Often the miners and campers would come along, needing meat; and then these girls in their teens would select a fat goat, kill it, skin it, hang it up, dress it and sell it as quickly and dextrously as a skillful butcher.

How many of the young folks who read this story would change places with these girls of the forest?

After chatting a few minutes with the mother, I drove on into the gloom again for an hour before finding hay for the horses and bed for myself.

But there was one particular thing that impressed itself deeply upon me day by day during this long journey and that I would like in turn to impress deeply upon every boy and girl who is growing up in California. In telling you about it, I shall not tell you the right names of people or places. Otherwise, the story will be quite true.

The thing that was so strongly burned into my mind in traveling through the new scenes was the horrid effects of whisky upon the people who are scattered all over our State, far and near. I never realized before what a fearful damage whisky inflicts upon young and old, men and women, girls and boys, wherever our people live.

One day, I put up at the Wilson Ranch, and remained over night. It was a beautiful place, far in the mountains, with a brawling trout stream close by and great meadows of grass all around. The Wilson family were the kindest people you can imagine. They were hard-working and frugal, living living by caring for a herd of cattle and by keeping the passing travelers who came along. Their home was far away from any town, and for a large part of the year they were snowed in, all to themselves. One would think that whisky could not harm such a family as this.

Yet, the father was a hopeless drunkard. His strength of will was gone and he could not do what he really wanted to do. He could not work regularly, he could not think well or make plans, he could not be the leader of the family. The older boys and the mother had to do the work and had to decide things. They had to feed the stock and cut the hay and sell the calves and take the butter away. The old man would sell his soul for liquor. He would do the most dastardly and cowardly things in order to go on a carouse, and then would sit about the kitchen fire for days, ashamed and humiliated and repentant. He was so ashamed that he never appeared at table while I was there. Once, he slipped away secretly with the mother's pony, her only means of driving about to see to the business. When he sneaked back the pony had been sold, converted into whisky and poured down his throat. All summer the family saved and economized, hiding the money as best they could against the long and trying winter. The father found it—disappeared. When the boys were sent to bring him home the money was all gone. Sometimes they would find him after a debauch with debts piled up, for them to scrape and scrimp for months in payment. Often his drink would make him insulting and abusive to the people who came to buy or came to board, driving away the means by which the family lived. He could not help it. His mind was diseased. But what a blighting curse to this quiet, distant, rural family! The boys were soured at the injustice of it and hopeless at the unavailing struggle. The daughter went away from home to escape the disgrace of it. The mother had nothing to look forward to but sorrow. Was it not a shameful thing? Why should it be so?

Next day I went on and reached Smithville, a large town. The main hotel had a lively saloon in connection with its office and I was astonished to see how many boys and young men came there of evenings to talk and drink. They would line up before the bar, sometimes twenty at once, eagerly spending their hard-earned money in treating, and glancing proudly about to see who was observing their manliness. They were bright-eyed, active, hard-working fellows. They did not really care for beer and whisky but were only anxious to be manly. They were falling accidentally into a misfortune that would make Old Man Wilsons of some of them surely and without fail. What a pity! No intelligent community will allow dangerous pitfalls to stand open along the traveled roads into which careless people can ignorantly stumble as they go along, breaking their limbs or their heads and destroying their property; why should not an intelligent people take some care of the dangerous pitfalls of drink?

One morning, I got up very early, just at the peep of day, and took a walk up the silent and deserted street of the town. The only persons to be seen were some poor old men who had been hanging about the saloons and bar-rooms all night, hoping for an occasional drink at some one's expense. Never will you see a more perfect type of lost souls than these old soaks that can be seen at day-break, slinking around drinking places wherever drinking places are. Blear-eyed, grizzle-bearded, unkempt, poverty stricken, hopeless, miserable, they are the very picture of want and bedraggled despair. Poor old bums! Where has gone the product of their labor, the results of their skill and brains, that ought to have made them comfortable and respectable? Where has it gone? Who got it? Were these old fellows once eager-eyed boys, lining up before the bar in order to be manly?

Going on for a day or two I passed at noon a little mountain hamlet far away. It had a store, a blacksmith shop and a drinking place, but not much else. On the porch of the saloon was a crowd of young men, wearing blue shirts and high shoes. They were the young surveyors working on a power line in the neighboring mountains and had come in for a month's pay. They were bright, educated, intelligent fellows; but drink had loosened their tongues and stolen their brains. They were babbling and brawling like children. They were boasting and threatening and weeping and singing, to the pity and contempt of beholders. They were throwing away the money they would so keenly need later on as a start toward prosperity and independence. They were fooled and deceived. They thought they were having a good time, but their nerves, under the influence of the whisky, had fooled them. They were really having a very bad time and didn't even know it. In a day or two they would go back to their hard work without a penny, to start in all over again—not quite so strong nor quite so determined nor quite so eager as before. What a pity!

But, at last the journey was completed and I returned to my home. Almost the first thing I heard was that two of my neighbors had been in a dreadful automobile accident. One was killed, the other at death's door; and their machine was a wreck. The papers told how the steering gear had failed to work and how they had smashed into a telegraph pole beside the road. Everyone was lamenting the sad affair.

But, I talked with the high school boy who first came upon the scene of the accident, riding his bicycle at night. Said he: "I stopped to see what was the matter and when I stooped over the men I smelled whisky, so strong I just thought they were drunk."

Now, do you see what was the matter

with the "steering gear?" What a pity!

So, these were the things, young people, that impressed me during the journey with the idea that whisky is doing our people everywhere a great deal of damage and that it is weakening and harming our State on every hand. I did not see any good things growing out of it, to offset the ills. I have told you the story in the hope that you will use your own eyes and your own brains as time goes along and try to find ways to make things better than they are now.

I would not have you think that everything in the world is misery and sorrow, for it isn't; but I would have you see that a very large part of all the misery and sorrow of our race grows out of the use of strong drink. I would have you resolve strongly to steer clear of it yourselves and to help in finding ways for removing temptation from the young and the weak and the ignorant in future. We are lately finding ways to combat and wipe out some of the most terrible diseases that have been destroying humanity from the remotest antiquity. You who are coming on have it in your hands to find a remedy for the greatest scourge of all—the Whisky Disease. What will you do?

Very truly yours,
EDWARD HYATT.

* * *

WHY I LEFT THE FARM

By A. C. Norris
Chairman Agricultural Section, High School Conference, University of Illinois

My excuse for writing this article is to point out to the teachers in the country how they may help to keep their boys on the farm.

My early education was gotten in a typical country school of twenty-five years ago. A man taught the winter term, while the spring and fall terms were taught by ladies, usually a different one each term. The winter term was four months long and the other two were each of two months' duration. I never had a teacher whose home was in the country nor who had any interest in agricultural affairs. Some of them boarded "around," others boarded at one farm for five days, while most of them stayed at home in nearby town or city.

Naturally, we were influenced by these teachers to their ways of thinking and living. Their fathers and brothers wore nice clothes when they drove out after our teachers on Friday afternoons. We were told about the advantages gained by living in town. The life of the storekeeper, the lawyer and the railroad ticket agent were pictured as ideal. Lots of leisure at the end of a day's work, fine clothes, good sidewalks and crowds of people always at hand, made us feel that the country was all one continuous round of chores, rubber boots, mud and lonesomeness.

Never once did my country school teacher ask me any questions relating to my farm life and experiences. If we had had a Babcock milk tester in our school house and our arithmetic lesson had been based on the milk sheet and individual cows, the dairy farm would have made a strong appeal to us. We were in a dairy district, and butter was one of the chief products.

Opening heavy, clumsy gates and doors with poor hinges was one of the crosses of my early life. If I had been taught some of the ways to build a handy gate, instead of partial payments and equation of accounts, my love for the farm would not have waned. A course in Manual Training teaching us how to make milking stools, feed boxes, boot jacks and fence lots would have made life much more agreeable.

My country school teacher never said to me, "When you come to school tomorrow bring some soil from your father's field where he said he could not get a catch of clover, and we will test it and find out what is the trouble." Or, "Bring some of your seed corn and we will start our seed tester and base our arithmetic lesson on the results we get."

Later, when I went to High School, I never had any Botany teacher ask me to make a collection of weeds found on my father's farm, and then give us instructions for eradicating them. She never told us how to spray our trees, vines and vegetables to kill the various blights, insects and other pests. I was never taught how to bud, graft and prune fruit trees.

My Physiology teacher never taught me that both man and beast require a balanced ration in order to get the most out of their food allowance. In college I was taught how to assay gold and silver ore, but not a word was said to me about analyzing a soil or stock food. We were given nothing about the chemistry of fruits, soils and fertilizers. We dissected a starfish, crawfish and clam in zoology, but not a word was said about judging a dairy cow or improving a herd of hogs.

In conclusion, it is easy to see why I saw nothing interesting in an agricultural career. If my teachers had taken just a little time to show me that the old farm offered most tempting problems in Botany, Zoology, Chemistry and Sociology I should never have left the farm when I graduated from college.—From School News.

* * *

BREAKING CONTRACTS

By W. C. Bagley
Director, School of Education, University of Illinois

If reports and complaints from school authorities are to be trusted, violations of contracts by teachers are becoming more and more frequent. The most common form of violation is giving up a position late in the summer, and often only a week or even less before the schools open. Teachers attempt to justify conduct of this sort in various ways. Some will say that teachers' salaries are so inadequate that one is always justified in breaking one's contract to take a position that pays even slightly more. Others maintain that the chances of promotion come so infrequently that a teacher simply cannot afford to let an opportunity slip by.

Still others argue that the tenure of the teacher's office is always more or less uncertain; that a board election during the year may put the schools under the control of a faction that will make retention during the following year impossible; and that, when the conditions of school work are so chaotic, professional ethics becomes a term without a meaning. A few teachers seem to have no conscience whatsoever upon the matter; some of these perhaps would be among the last to fall before temptations of other types, but their ideals of morality have never been extended to include contractual relationships.

It is the easiest thing in the world to fashion a specious but plausible justification for lapses from ethical requirements. But if one must control one's self in these relationships on the basis of mere expediency,—if one's standards are purely and simply selfish and self-seeking,—it would be well to look about one and see how inexpedient the breaking of contracts really is. In many cases of this sort which have come to my notice, I have never known a single instance where permanent benefit, even to the individual himself, was the result. On the other hand, I have known teachers to decline the most tempting offers of advancement on the ground that they were already under contract; and I have never known permanent disadvantage to follow.

There are doubtless exceptions; but (again to put the matter on the most materialistic basis) the best "gamble" is to play the game fairly and squarely. The notion of opportunity knocking only once at the door of every man, like man other worldly-wise platitudes, conceals about as much truth as it discloses. The young teacher, the young lawyer, the young engineer, the young physician, who gives every increment of his time and his energy to the task that his hand finds to do will usually outstrip his fellow who has one eye upon a task that he thinks beneath his ability, and the other eye (and usually all of his attention) upon the next rung of the ladder—From School News.

E. C. Boynton C. C. Boynton D. W. Lindsay Calvin Esterly

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THE WESTERN JOURNAL OF EDUCATION

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Editorial

1913 will bring a new impulse for better conditions along all lines of endeavor.

* * *

This Journal will keep the trustees and teachers posted on legislation affecting the public schools of California during the next session of the Legislature.

* * *

Superintendent Mark Keppel, Superintendent J. H. Francis and Superintendent Hugh Baldwin, the three big educational leaders of Southern California, have publicly announced themselves in favor of a flat rate pension for teachers.

* * *

Eleven hundred grade teachers of the city of Los Angeles have organized themselves into a club to further their interests. The organization is timely. The persistent effort of the "higher ups" to control educational affairs without due consideration of the needs and the value of the grade teachers has resulted in a top-heavy educational system.

* * *

The Los Angeles teachers gave a fraternal welcome to the pension delegation from San Francisco, consisting of Miss Regan, Miss Power and Miss Bray. The support of the flat rate pension bill proposed by the San Francisco teachers was almost unanimous. Superintendent Francis introduced a resolution calling for the appointment of a committee of five. This committee to draft a pension bill with the flat rate as the basic principle.

* * *

President Wheeler is asking for a $6,000 per year man from Cornell for the citrus department of the Agricultural College. The fruit growers need help. However, conditions for high-salaried experts are not very good. The fruit grower and farmer who skimp along from year to year on small incomes due not to ignorance so much as to conditions over which the expert has no control are not enthusiastic for big salaries.

* * *

The fact that the girls in many of the high schools are being taught to make their own dresses should be appreciated as practical education. However, if the material costs more than a ready-made dress costs at a downtown store the economic value of the lesson is lost. Simplicity in dress is a fine thing. The quality should be of the very best. Cheapness is not always economy.

* * *

Winship's Journal for December 12, 1912, contains a concensus of views of educators on the question "The Momentous Failure of the Public School." Many pages are devoted to the subject. This will all do good. We enjoy criticism on the public school, because we believe it is the best way to make people think. The tremendous cost of university, high school and elementary education, both in dollars and in the time of teacher and pupil forces the question: Are our public schools efficient? There seems to be but one answer. They are efficient but not sufficient. We have no sympathy with President Wheeler who has announced the belief that the old system of public schools were better than the schools of to-day. President Wheeler as a reactionary and Superintendent Francis, the ultimate of progressives, are both in wrong from the standpoint of efficient public service. We prefer the independent stand of Dr. Burk whose destructive criticisms of educational methods have aroused men to think and search for the truth. Dr. Burk may not give us a constructive method of education but his critics are forced to realize that present methods are not giving us the results that the times demand. We do not want a national educational system that will turn out 1,000 experts. We want a national educational system that will prepare every boy and girl to live a comfortable, happy and useful life.

* * *

Wanted—Suggestions. We want suggestions for provisions in the law in reference to free text books and in the reorganization of the State Board of Education. Public sentiment seems to have crystallized on a few general principles. First: We want free text books, but children should have the option to purchase and own text books. Second: The distribution of free text books should be made through the State Superintendent, County Superintendent and City Superintendent of Schools. The public will not stand for additional or separate boards of control. The law should be as elastic as possible in providing supplemental texts that are supplemental not substitutional. Third: The State Board of Education should be appointed by the Governor. Reasonable salary to be paid. The Governor should be free to select men and women without regard to institutional, geographical or partisan representation, with the exception that at least one-half of the members should be women. Fourth: The members of the Board of Education should have moral and intellectual integrity. They should be competent to initiate suggestions. The county bonds and people should render final judgment on certification, text books, course of study, and financial needs of the schools.

* * *

Here you may see at a glance how Los Angeles compares with San Francisco in spending money for education:

	Elementary	High	K'rgarten
Los Angeles	$3,920,856	$2,301,445	$156,972
San Francisco	2,907,913	836,248	858

Los Angeles spent a million more in its grammar schools, nearly a million and a half more for its high schools, and so much more for kindergartens as to make San Francisco's appropriation seem insignificant.

The total expended for education by Los Angeles county is $6,379,273, or over two and a half millions more than San Francisco.

Besides that Los Angeles set a new record for construction of school buildings, paying out seven-eighths of a million ($876,000) dollars for such extensions.

* * *

THE USE OF TEXTBOOKS

By Percy E. Rowell, Berkeley, Cal.

It is not always clear just what is meant by the proper use of textbooks. A text is a subject about which a talk, or perhaps a sermon, might be given or an article written. If this is our idea of a text, a true, a true textbook would contain little more than a well articulated series of statements, which, by easy and graduated sequence, develop a certain branch of learning until all that is desired for a given grade of advance has been presented. With such a textbook there could be no use which would be excessive. Such a text would demand a great teacher.

Whether the world has produced many such teachers is a question. Very often a person does not know what he can do until he is forced into the doing. The development of this much-to-be-desired kind of teacher depends more upon the individual than upon any normal school or university. No impression will ever produce this result; it must come through expression, with a complete freedom of thought and a world-wide range of action.

A slavish dependence upon anything, physical, mental or moral, is weakening and does not permit a rapid or a full development of the individual. Yet there has been so much dependence upon textbooks that they reflect this attitude of many teachers. The successful text to-day is the one which supplies the most information on the subject and which requires the teacher to work the least. The result is that the modern textbook is approaching an encyclopedia in content, is therefore awe-inspiring to the pupil, and is weakening to the teacher. This style of textbook should be used very little.

The cause which is back of this dependence upon voluminous textbooks lies not in the teacher, for no one can deny, or wish to disparage, the intense ambition which every new teacher brings to his work. No, it lies in the system of teaching which treats the teacher as if she were a laborer, working by the hour. The work is piled on; and it must be done. The teacher in sheer desperation seizes upon the book which will help to get through the day's work, while her ambition is ground down in the monotonous routine. The best teaching will never be done until the teacher has leisure within the school hours, and is recompensed ac-

cording to the power and ability which she develops in herself, and helps to develop in the pupils.

Given the right conditions, a textbook which presents the subject matter in concise, yet simple language, which stimulates the investigating curiosity of the pupils and which allows true development of the subject by the teacher, whereby she can exercise her own personality and become a leader, is the kind to use. Such a book cannot be used too much.

There is need for a textbook in every subject. A good guide is necessary and desirable. The pupils require more than the teaching. They must have something tangible, a connecting link for binding to-day with yesterday. It is too much to expect them to remember the past in the study of the present, and so the text should be to a certain extent a repository of knowledge, guiding the present and reviewing the past. Yet however valuable such a book may be, it must never become more than a guide, a worthy assistant, but nevertheless an assitant, ever subservient to the will of the teacher—the master mind.

* * *

GOOD ROADS

In endeavoring to stimulate interest in the "good roads" movement in the States through which it operates, the Pennsylvania Railroad has issued a pamphlet entitled "Good Roads at Low Cost." This booklet is being given a wide distribution in the country districts throughout Pennsylvania railroad territory. It was written for the Pennsylvania Railroad by D. Ward King, who is an acknowledged expert on road-making. He is the author of a pamphlet distributed by the department of agriculture some time ago.

While the management of the Pennsylvania Railroad has for some time been keenly interested in the subject of good roads, in the past year it has redoubled its efforts in this direction. Meetings of agents have been held at different points, while the general manager's staff has also taken up the subject of improving the roads radiating from the company's stations. The company has had D. Ward King, the inventor of the split log drag, which the farmers make themselves, deliver lectures at various stations in the State of Pennsylvania. The split log drag, which can be made by any one following the directions given in the pamphlet just issued by the railroad company, has been used with telling effect in many parts of the country. A number of these drags have been placed at various Pennsylvania Railroad stations throughout the State of Pennsylvania in order that road supervisors and others might operate them.

The railroad's activity in the "good roads" movement is actuated by the desire to have the highways leading from the stations in passable condition during all seasons of the year. In the winter months thousands of miles of dirt roads are almost impassible, and farmers are unable to get to and from railroad stations, thereby causing a congestion of traffic when roads are opened. It has also interested itself in good roads with the view that they will open up the rural districts and hasten their development, which will be a forerunner of increased railroad traffic. All these better roads will have their benefit for the rural schools.

Dr. Donald McCaskey of Witmer, president of the board of road supervisors of East Lampeter township, Lancaster County, Pa., has put nearly two hundred of these road drags at work in his township and by his common sense and vigorous system has wrought such improvement on the roads of his township as has attracted attention all over Pennsylvania.—Pennsylvania School Journal.

* * *

WHAT A TEACHER OWES HIS COMMUNITY

By A. C. Norris

Chairman Agricultural Section, High School Conference, University of Illinois

At the beginning of a new school year nearly every teacher feels inspired to do his best work the coming year. He has just attended a teachers' institute, returned from a summer term of school or perchance may have just had a quiet, restful summer vacation at home or at some other delightful haven of rest. The pupils he greets are as ready for work as he is. O! happy month of September for teacher and pupil!

The average teacher does not spend over eight hours a day in his school room. Six and one-half hours is the average for very many. How do you spend the rest of the day and night? May not your recreation be of help to your patrons, and the community at large? Do you have an avocation? Do you have a hobby?

If you are teaching in the country, you have many chances to improve your time outside the school room. Don't be ashamed of being called different from all other teachers. Get out and study nature. Take long walks with your vasculum and trowel. Bring back plants, soil samples, rocks, birds' nests, a hearty appetite for supper and a fund of information for your school. Point out to some farmer boy how his father might stop the small gully from getting larger. Tell another that the poison ivy on his east line fence ought to be killed, or that the small, insignificant patch of Canada thistles in the sow pasture ought to be heavily salted before another season.

Bring ears of corn from different farms to show a difference in cultivation and variety. Take your camera along and bring back pictures of good and poor fences, cattle and farm buildings. When you have found something good take your school around to see it. If a school of twenty should go to see how George Wilson's father makes a farm gate and then are asked to measure it and draw it to scale, there will be an improvement of farm gates in your neighborhood. If you should take your girls to see some very convenient kitchen, it would do the community more good than to keep those girls after school to make up their problems in cube root.

If you live in a small city, you may do the community much good by taking your school out to see good things. Go with them to visit some clean bakery, laundry or grocery store. Let the newspaper reporter know that your school has visited the White Swan Laundry and the Sugar Bowl Candy Kitchen. Spend an hour a day visiting business places, inspecting alleys, back yards and other places where reform ought to take place. Give your class in physiology some practical problems along the lines of sanitation. Teach them how to judge the sanitary condition of a well, remembering that a dug well drains back four times its depth. Show them how to find the per cent of carbon dioxide in the air, and then have them examine the air in the jail, the moving picture parlors and the crowded stores.

Get so busy looking up these interesting problems that you can hardly wait for school to close and Saturday to come. You will discover subjects for your composition classes, run into all kinds of arithmetical problems, clean up many dirty, insanitary backyards, cause many dangerous wells to be condemned by the Health Department and make the grocers, bakers and meat dealers keep clean, sanitary places of business.

I have only hinted at a few of the material things which we as teachers ought to do for our respective communities. A teacher who will pursue the tactics I have mentioned, need never fear of losing his position on account of lack of interest among the pupils. An interested pupil is an easy one to teach and govern.—From School News.

* * *

PHYSICAL TRAINING

By Raymond Cree

Attention must be given to exercises for the pupils that may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperature of school rooms.

The modern school is coming to be held responsible for the bodies as well as the minds of the pupil. The increasingly artificial life we lead, the passing away of outdoor chores and labors, is tending to make the race thin, nervous and weak. In self preservation it is becoming necessary to teach breathing and exercising artificially in the schools.

If there be no mental overcrowding; if proper attention be given to heating, lighting, ventilation and physical culture; if the pupil be impressed with the value of fresh air and sunshine, and his love of nature and the things out of doors increased, much will be done toward making possible the sound physique so desirable.

By all means support and encourage and bless the teacher who has the life and the ambition to take an interest in the outdoor sports of the school. Rollicking, vigorous play out in the open air is by far the best of exercise. Make all exercise as much like play as possible.

There is a crying need for better ventilation in school rooms. Teachers must realize that it is their duty to see that the air of their school rooms does not become vitiated. Children blest with fresh air to breathe are gaining that priceless boon, a natural resisting power.

Western School Notes

David Rhys Jones has been suggested for the appointment of Supervisor of Mathematics for the schools of San Francisco by the Board of Education. Mr. Jones is joint author with J. W. McClymonds of the State Series of Arithmetic published by the American Book Co.

* * *

Principal E. E. Brownell has moved into the splendid new high school building at Gilroy.

* * *

Superintendent May Henshall of Yolo county dedicated a new school in Union District on December 2. Stella Huntingdon, county librarian, and James Chapman, a trustee, assisted. A large crowd was present.

* * *

The name of the Oakland High School has been changed to the McChesney High School. The Tribune in a page editorial objects to the change.

* * *

F. O. Mower, who has taught for thirty-five years and has averaged seven classes a day in addition to his work as principal, is taking a well earned rest. He recently resigned his position in Ukiah, and has located in Oakland. Mr. Mower has a splendid record and thousands of young men and women who were his pupils are a testimonial of what moral character and intellectual integrity mean in teaching.

* * *

The school trustees of Fresno county under the direction of Superintendent Lindsay held an interesting institute on December 14. There was a demand for the revision of the entire school law of the State, also the course of study.

* * *

Dr. A. A. D'Ancona, president of the San Francisco Board of Education, made a vigorous plea before the Stockton teachers on November 26 for the high school for the common people, and for a more simple life on the part of the pupils of the public schools. Effie McFadden and W. G. Hartranft were among the notable speakers on the program of the institute.

* * *

L. W. Babcock, Superintendent of Mendocino county, was selected as one of the instructors of the Inyo County Institute. He made good. He is a man of clear, vigorous thought and is able to interest teachers in the details of their work.

* * *

Agnes Regan, Miss Bray and Alice R. Power of San Francisco, Cal., were a committee of three to visit the Southern Section of the California Teachers' Association in the interest of the flat rate pension bill.

* * *

A Lesson in Manners

"A lesson in manners" was added to the routine of the girls at the Los Angeles High School yesterday when Mrs. Susan M. Dorsey, vice-principal, addressed them in a heart-to-heart talk. She gave them advice on "do's "and "don'ts" in their conduct.

Here are some of the things the girls were told:

Do not wear diamond rings or expensive jewelry to school.

Do not rush your studies to get through school.

Take time to think, observe and learn. This is a lesson that persons seldom learn.

Take time to form good friendships.

Don't be serious all the time. Set aside time for relaxation.

Plan at the beginning to get a higher education than is possible in high school.

Chester Rowell addressed the Schoolmasters' Club at Fresno on Journalism on the evening of December 9.

* * *

The increase in attendance in the schools of Modesto will require a new teacher.

* * *

Ex-President Gates of Pomona College committed suicide recently in Florida in a fit of despondency brought about by illness. Dr. Gates was an able educator and had a national reputation.

* * *

California schools were given $23,978,620 for support during the year ending June 30, 1912, according to a report issued from the office of the State Superintendent of Public Instruction.

The amount spent for University and Normal School purposes swells the total for the entire State school system to $26,000,000, so statistics in the department show.

* * *

Every element of expense is included in the $23,978,620 for the Elementary and High Schools. In this total are included teachers' salaries, purchase of school sites, and erection of new school buildings.

* * *

The Los Angeles State Normal School has taken the initiative in reference to the establishment of a Teachers' College.

* * *

There is a shortage of teachers reported at Fresno. A number of new teachers will be elected in February, 1913.

* * *

S. S. McClure, the editor of McClure's Magazine, made several talks in San Francisco in the interest of the Montessori System of education.

* * *

Nevada City dedicated recently a beautiful new high school building. Professor Tuck was in charge.

* * *

Riley O. Johnson, formerly of the Chico Normal School, has accepted a position as teacher in missionary work in West Africa.

* * *

Dr. Frederic Burk has been delivering a series of lectures before clubs and civic organizations on the Montessori system.

* * *

Supt. Hugh J. Baldwin of San Diego has recently given a column interview in the San Diego Union on the reorganization of the State Board of Education and the Free Text Book law.

The Board of Education of Los Angeles has appointed R. J. Teall director of Vocational Guidance.

* * *

Supt. McClymonds, E. Morris Cox, G. C. Barker of Oakland made a special trip to visit the open air schools inaugurated by Superintendent Batemen and Superintendent Sheriffs.

* * *

W. G. Hartranft has become one of the most popular institute lecturers in the State and has had to refuse many engagements. Mr. Hartranft, before he was appointed the Pacific Coast representative of Silver, Burdett & Co., was engaged in the work of teaching and filled the important position of Superintendent of Kings County, Washington. He has made a tour of the world, and his lectures are rich in illustration and anecdote.

* * *

W. J. Rockwell, a teacher in the San Francisco School Department, has been writing a series of articles on Peace for The Mendocino Beacon.

* * *

Horace M. Rebok of San Monica has been elected president of the Southern California Teachers' Association, and Mark Keppel was reelected secretary. The association voted in favor of the flate rate pension bill, and also in favor of the increased representation to central body of the California Teachers' Association.

* * *

President Allison Ware has affiliated the State Normal School with rural schools, and the Pleasant Valley School will be known as the model rural school of the Chico State Normal.

* * *

Mark Keppel has announced that he will initiate a movement to have the next legislature pass a law to create a purchasing agent for school supplies.

* * *

State Printer Richardson continues to decrease the cost of the printing of text books. The State Board of Education started to reduce royalties. This was beginning wrong end to. The reduction of royalty means a reduction in the value of authorship. The fundamental law of our public school system is that brains are worth while.

* * *

A wise teacher always praises her associate teachers, her principal, board members, or county superintendent. This is the true attitude, and a practical application of the Golden Rule. One sometimes sees this excellent motto: "Enter without knocking and go in the same way." It is particularly important that a teacher praise the work of her predecessor.

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A cablegram from the Young Men's Christian Association in Shanghai, China, asks our assistance in finding an industrial teacher for a Chinese Government School at Chengtu.

An unmarried man ought to be selected, if possible to find. He should be a first-class teacher, and of sterling character, representing the best type of Christian manhood.

The term of contract will be for one year, with the possibility of renewal if mutually desirable.

The salary is to be three hundred dollars, Mexican, per month (a little less than $150 gold, depending upon the rate of exchange). An allowance is also made for traveling expenses.

The importance of finding this man without delay is indicated by the fact that it will take him nearly three months to reach Chengtu from the United States.

Please send nominations to Mr. Wilbert B. Smith, 125 East 27th street, New York City.

* * *

TEACHING POSITIONS, PHILIPPINE

In order to make it possible for those interested in positions in the teaching service of the Philippine Islands to take the examination for eligibility to appointment without interfering with their regular school duties, the United States Civil Service Commission announces an examination for teacher, industrial teacher and departmental assistant on December 27-28, in many of the important cities of the United States.

Eligibility in these examinations is required for appointment to positions for women in Home Economics and men in Agriculture, Manual Training, High School Science, Mathematics, English and Supervisors of School Districts.

The entrance salary of the majority of appointees is $1,200 per annum and expenses to the islands paid by the Government, with eligibility for promotion up to $2,000 as teacher and up to $3,000 as superintendent.

For information relative to the nature of the service and the examination, address Bureau of Insular Affairs, Washington, D. C.

Book Notes

The Adventure of a Brownie couldn't be more delightfully simple and natural. Little people will be charmed with the book, and through it older people will gladly hark back to the wonderful days of their childhood. A charming little sketch by the author follows the story.

* * *

Morrow's Language for Little People, by John Morrow, Assistant Superintendent of Schools, Pittsburgh, Pa. American Book Co., publishers. Price 25 cents.

The book contains 180 easy lessons in language—one lesson for each day of a nine-months school year. These lessons are adapted to pupils of the Second Reader grade. They are based upon the belief that careful practice is needed in training children early in life to express their own thoughts concerning matters within their own experience. Persistent attention to the rules herein indicated, and the careful practice of the exercises presented or suggested, can hardly fail to cultivate and impress the habit of using correct English. The clearness, simplicity, and interesting quality of its various lessons make this an excellent introductory volume to be used in connection with any series.

* * *

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Lessons in the Speaking and Writing of English by John M. Manly, Head of the Department of English, University of Chicago, and Eliza R. Bailey, Teacher of Elementary English in Boston. D. C. Heath & Co., Boston, New York, Chicago. Book 1. Language Lessons. Cloth. 299 pages. 30 illustrations. 45 cents. Book II. Composition and Grammar. Cloth. 354 pages. 6 illustrations. 60 cents.

The scholarship and skill of the authors lead one to expect more than ordinary excellence in this new series. Critical examination shows that the expectation is fulfilled. The entire work of both composition and grammar is based upon the freshest, richest, and most interesting selections of literature ever put into a series of books on English. These selections are not only interesting in themselves, but they will open the child's mind to a love of nature and to an appreciation of surrounding life. They appeal to the child's sense of justice and right, and often to his sense of humor. The reading, dramatizing, and summarizing of the stories and poems of these books will be a delight to the child, and in the midst of this pleasure he will scarcely realize that he is acquiring facility in speaking and writing good English and is learning something of the structure of formal grammar. The aim to make these books practical is reinforced by the constant attention to letters and useful business forms. Practice, for example, is afforded in the use of the dictionary; in the making of indexes and catalogues; in the preparation of business letters, orders and checks, bills and receipts, telegrams, lettergrams, letters to newspapers, newspaper reports, reports of committees, letters of introduction, minutes of a meeting, and other similar practical forms.

* * *

Statement of the Ownership, Management, Circulation, etc., of The Western Journal of Education, published monthly at San Francisco, as required by act of August 24, 1912.
Editor: Harr Wagner.
Publisher: Harr Wagner.
Owner: Harr Wagner.
Known bondholders, mortgagees and other security holders, holding one per cent or more of total amount of bonds, mortgages of other securities: None.
HARR WAGNER, Owner.
Sworn to and subscribed before me this 8th day of October, 1912.
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and

Margaret Cunningham, Department of English, Dorchester High School

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It was adopted "on sight" by the Boys' High School, Riverside, California.

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The teacher must be very patient with the pupil who is behind his grade. Timely help must be given, encouragement and definite direction is needed. Such pupils must have short lessons, and must proceed slowly. A slow pupil must be excused from the non-essential parts of the lesson. In certain cases he may recite with a lower grade or a review or work with lower classes in a part of the subject.

* * *

Never assign work for the sole purpose of keeping pupils busy, e. b., copying reading lessons, etc. Such work disgusts pupils and drives them from school. Pupils should understand the object of every lesson assigned. Much of the so-called busy work in primary grades is worthless. Pupils would better do something useful, silent reading, preparing lessons or practicing writing.

* * *

In teaching pictures it is best to lead pupils to discover the important objects, actions or persons, and teach them to neglect the unimportant details. Pick up the picture and fix one point today, another tomorrow. Don't tell the pupils what to see. Don't substitute the author's life for picture study. After the picture has become familiar, let the pupils write their impressions.

* * *

An investigation of the Prussian schools shows that an average of 16 per cent of the pupils evade the prescribed physical exercises by physicians' certificates or other means.

The wise teacher will become well acquainted with her patrons and board members. This takes a little time and effort but is the best way to interest the home in the school. You will be delighted with your reception in the homes of your pupils. Sometimes it is wise to "talk over" the pupils. At other times to commend their work, but it is always in order to get pointers on the pupils' peculiarities. Parents are usually glad to help you.

* * *

Some hints for supervisors:

1. Don't fail to praise your teachers.
2. Teachers like definite, carefully planned instructions.
3. Don't criticize unless you know the remedy.
4. A patient, cool-headed, cheerful supervisor or principal is a jewel.
5. Try to leave the teacher in a cheerful frame of mind, looking forward to your next visit.
6. All teachers must feel that your supervision makes them stronger—that a year with you has been a privilege, and a means of growth.
7. It is best to point out one defect at a time. Most teachers honestly desire to succeed. They receive real help most kindly.

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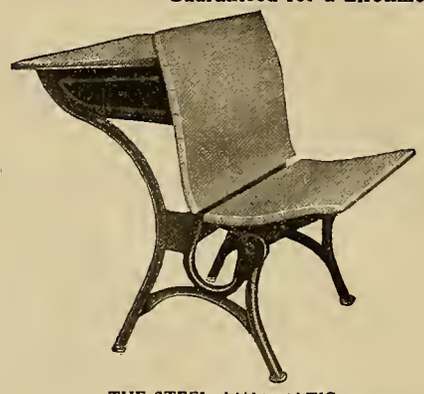

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THE KNELL OF FORMAL TRAINING

By Charles J. Whitby, M.D.

From the days when Plato lived and wrote, nearly four hundred years before Christ, until quite recently, it has been held that in education the formal element was of infinitely greater importance than the substantial—in other words, that it matters comparatively little what in particular is taught but a very great deal how it is taught. This theory was based upon a conception of the mind which regarded it from a metaphysical rather than from a physiological standpoint. It was thought of as consisting of a number of distinct faculties—attention, perception, memory, reflection, and so forth; and the idea was that these faculties might be strengthened by exercise, just as the body or its limbs can be strengthened by gymnastics. And then it was supposed that these faculties, once developed and strengthened to the requisite degree of general vigor, might be employed with equal success upon any and every subject. Among students of scientific pedagogy this theory of education is technically known as that of "formal discipline"; and it is the theory which underlies the traditional method of our great public schools and universities. It is also, consciously or unconsciously, implied by the arguments of all those who advocate the retention of Latin and Greek among the compulsory elements of the public school curriculum as against those who would substitute modern languages or science on the ground of their greater utility.

The distinctively modern view of education—a view which, under the stress of new economic needs and conditions, is every year growing stronger and more confident—is altogether opposed to the theory of "formal discipline." In the first place, the modernists regard the psychology upon which the traditional view is based as obsolete and, in the main, fallacious. The mind is not rightly to be regarded as a set of abstract faculties capable of being used with equal success upon any and every subject. This view is much too general—it leaves out of account the infinite diversity of mental tastes and aptitudes.

Thus the mind of a given individual, instead of a general faculty of attention, will have a tendency to attend, or a habit of attending, to certain things (which interest or attract him), and of disregarding many, or indeed most, other things. Instead of a general faculty of memory, this mind will have a great power of remembering certain facts or orders of fact, and a great power of forgetting others. Instead of a general faculty of reflection, it will have a decided aptitude for thinking keenly and fruitfully upon certain subjects and a decided disinclination to think at all about others. If the old-fashioned "faculty" psychology were true it would be quite impossible to account for the fact, which even its most zealous adherents must admit, that a man may be a phenomenally brilliant classic scholar and yet almost an imbecile in the sphere of mathematics. On the other hand, many a senior wrangler has proved himself perfectly inept in regard to the study of Greek and Latin. So far from the mental powers being as a rule general, they are then, as a rule, markedly specific: the vast majority of minds have decided affinities for certain orders of knowledge and equally decided aversions to others. And, such being the case, it follows that, if the best and most fruitful results are desired, education must be based upon due recognition of this fact of idiosyncrasy, and must not waste itself in the fruitless task of treating all minds alike, or in the vain effort to make silk purses out of sow's ears.

The contest between the old and the new theory of education is not a mere matter of argument. Many investigators have devised and carried out ingenious experiments with a view to testing the points at issue. Some of these experiments are described in a little book recently published by the Professor of Education at the University of Virginia—a book which gives a very clear and accurate account of the present position of this important controversy. The main question to be decided—the question upon whose correct answer depends the choice between the old and the new doctrine—is that of the transferability or otherwise of the effect of training from one bodily or mental function to another. Thus, to take first a very simple case, five university students were practiced for a time in keeping two solid rubber balls going with the right hand, catching and throwing one while the other was in the air. When a certain degree of skill in doing this with the right hand had been reached, the skill of the left hand was tested and compared with what it had been before the training of the right hand had begun. It was found that in all cases the training of the right hand had produced some increase of skill (by "cross education") of the left hand also, and even that the subjects were more skillful at the balls with their unpracticed left hands than before the training they had been with their right hands. At first sight it might seem that this result supports the doctrine of "formal discipline" by proving that local education has general value. But the catching of balls is a very specific activity, and the right hand, which has had a great variety of training, that on the formal theory ought to make ball-catching come quite naturally, nevertheless needs a good deal of special practice before the maximum of efficiency is attained. That the knack, once acquired, is to a considerable extent shared by, or easily transferred to, the left hand, is probably attributable partly to some common mental factor and partly to the training of some nerve centre involved in movements of either hand.

Experiments conducted by Squire and others to determine whether the habit of producing neat working in arithmetic will affect the neatness of written work in general resulted in an "almost startling" failure to produce any such result. On the other hand, Ruediger found that, by emphasizing and continually discussing the ideal of neatness in connection with one subject exclusively until decided improvement therein had been produced, it resulted that a lesser, but still definite, improvement in regard to neatness was evinced in other subjects also. The moral of these two sets of experiments is obviously that, whereas a mere habit is unlikely to be transferred from one function to another, a conscious ideal has a far better chance of such transference.

Further experiments described by Professor Heck tend to show (1) that proficiency in mathematical reasoning has no necessary relation to ability in practical reasoning; (2) that 50 per cent of the best of a number of students in law were conspicuous for their poor performance in mathematics; (3) that accuracy in spelling is independent of accuracy in multiplication; (4) that it is inaccurate even to speak of arithmetical ability, because the study of arithmetic makes demand on a plurality of abilities: a conclusion which negatives the complete transfer of abilities from one phase of the same subject to others; and (5) that "it seems possible to improve the accuracy of numerical computation without any certainty that we shall thereby increase the accuracy of arithmetical reasoning." All these results favor the modern claim on behalf of idiosyncrasy, to be taken into account in education much more seriously than has been hitherto done. For they warrant Professor Heck's assertion that "we are more or less a bundle of specific abilities and of specific inabilities"; and show the absurdity of the formalist's desire to force all minds into one mould or pattern.

Since "the training of the mind in regard to one subject results in a specialized ability to deal with this subject rather than with other subjects," it is obvious that, in the choice of the subjects for a given individual's curriculum, it will be to his advantage to include matter as closely as possible allied to, if not identical with, that with which he will have to deal in subsequent life. Otherwise he will certainly find himself handicapped in the economic arena, as against those who are so equipped. On the other hand, the claims of culture must not, of course, be ruthlessly sacrificed to those of a narrow specialism or a sordid utilitarianism. While insisting, as against the traditionalists, that for the vast majority, if not for all, utility must be the principle of the selection of subject-matter for education, we can agree with them that the teaching must not be, in the narrow sense, utilitarian as to form. Rule-of-thumb teaching must be avoided; what we have to aim at is not the production of creatures of habit, however skillful, but intelligent, high-principled, and competent citizens.—The Journal of Education.

* * *

There was a meeting of the new teachers and the old. It was a sort of love-feast —reception, or whatever you call it. Anyhow, all the teachers got together and pretended they didn't have a care in the world. After the "eats" the symposiarch proposed a toast:

"Long Live Our Teachers!"

It was drunk enthusiastically. One of the new teachers was called on to respond, and modestly accepted. His answer was:

"What on?"

—"Everybody's Magazine.

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